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This study of Young Men's Christian Association (YMCA) junior leader training programs for teenagers, 1961-65, investigated program elements thought to affect leader growth and development. The training experience was keyed to broad YMCA purposes, objectives of the training schools, and individual goals. Personal goal setting, stressed as a means of instilling responsibility for oneself and others, entailed developing a working relationship between advisors and junior leaders, helping individuals become aware of their growth potential, and conducting human relations skill training and modified sensitivity training. Procedures included written scales and personal inventories, Christian social influence skills courses, decision making and gaining group consensus, and varying uses of discussion, role playing, and demonstrations for training in moral values. Sentence completion tests, content analysis of goals, evaluations of school programs and junior leader performance, followup questionnaires and interviews, and other evaluation techniques were described, together with major findings obtained. (The document includes additional questionnaires, program evaluations, and other materials pertaining to the training schools surveyed.) (ly)

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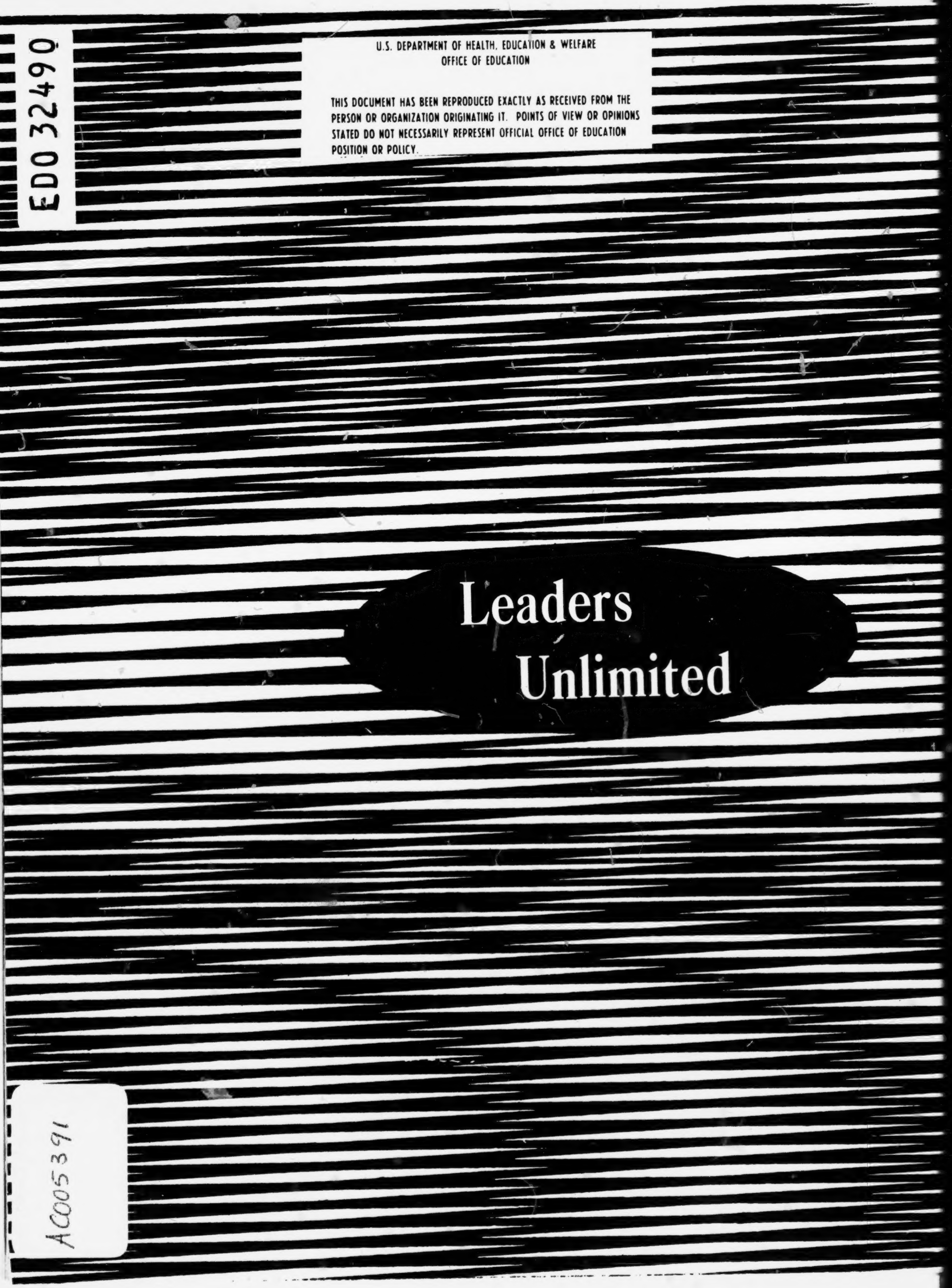

Leaders Unlimited

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Leaders Unlimited

Resources for Training

By **WINIFRED J. COLTON**

Editor: Charlotte Himber

Developed in Junior Leaders Schools
1961-1965

National Council of Young Men's Christian Associations
291 Broadway, New York, N. Y. 10007

Dedicated to John W. Leslie, Sr. who has provided both personal inspiration and financial support to the junior leadership training and evaluation programs since the inception of the "Leaders Unlimited" emphasis in the schools in 1961.

INTRODUCTION

Helping persons to learn to live most and serve best, while not a new idea, is still a challenging one. It describes the intent of the "Leaders Unlimited" emphasis in the leaders school training programs. A burst of innovative methods for expanding human potential has illuminated the scene during recent years. As a matter of fact changes are occurring so fast in the behavioral sciences that it is almost impossible to write a book on the subject before the contents seem obsolete. For this very reason experimental approaches checked out through evaluation methods are the recommended procedure for continuous learning today.

Explained within the following pages is the concept of "Leaders Unlimited" as it has been developing in leaders schools since 1961. A rationale is given for the program, and related school objectives are identified.

The training and evaluation methods explored during the five-year period are described. Sample resource materials and evaluation tools are appended to encourage further adaptation and use in other leadership training efforts. Methods can be used in local programs as well as in cooperative training ventures.

The YMCA is grateful to many persons who have lent support and leadership and provided a variety of rich resources to the program. Mrs. Alvin Taylor, Wakefield, Massachusetts, working with John Letts, YMCA, Fall River, Massachusetts and with James B. Hurst of the New England Area YMCA office made the first school project possible. John W. Leslie, Sr. helped to extend the program to other schools by taking an early interest in the character and value education emphasis. Over the years he has provided financial support to keep the exploration of innovative training and evaluation methods alive. He has participated as a deeply interested observer, contributing a unique perspective on the total program experiment which continues to the present day.

The following members of the Character Research Project Staff, Union College, Schenectady, New York, have generously given inspiration, suggestions, extensive materials, and both training and evaluation leadership: Dr. Ernest Ligon, founder and director; Dr. Sally Smith, Dr. William Koppe and Dr. William Penrod. Special recognition goes to Robert Procter and his wife Betsy. Through the efforts of Mr. Procter, and other members of the CRP staff, the "Christian Social Influence Skills Course" was developed and conducted in two of the schools.

Many insights were gained through working with Dr. Jean D. Grambs, Department of Secondary Education and Dr. James D. Raths, Bureau of

Educational Research and Field Services, College of Education, University of Maryland. In 1964 Thomas E. Rowan, a graduate student at the University of Maryland, provided a very valuable review of literature related to the measurement of attitudes, values and character.

Both training and evaluation resources have been provided through the National Board of YMCAs Research and Development Services through the assistance given by Sanford M. Reece, the late Dr. Barbara Foster, and James M. Hardy.

Much of the material in the human relations skills training was introduced by Louis E. Hall of the Southwest Area YMCA staff, who also gave leadership to this program in two schools.

Without the active support of Colquitt Clark, Jr., Director of the Blue Ridge School, and James G. Kinsman of the Southern Area YMCA, the "Leaders Unlimited" pilot project could not have developed in that school. Donald A. Dome of the Boston Metropolitan YMCA, with David G. Haines as Director of the Boston Institute sought consultant help from Boston University. As a result, appropriate urban area adaptations were made in the Boston school design. Lawson M. Kateley and Louis E. Hall of the Southwest Area YMCA provided the direction necessary to encourage a pilot effort in the Southwest Area Leaders School. David L. Widner YMCA, Midland, Texas, directed that school.

Dr. Ann E. Jewett, Director of Women's Physical Education at Springfield College in Massachusetts, and Roberta S. Bennett on the faculty of Rhode Island College, Providence, Rhode Island, contributed to both leadership training and evaluation.

Countless other local YMCA staff members have developed materials and given leadership to the program. Frank D. Wilson, Fall River, Massachusetts, Sandra Williams, Boston, Massachusetts, Nan A. Moore, Anaheim, California, and Robert N. Laundy, YMCA, New Canaan, Connecticut, to name a few.

George B. Corwin, John R. Fisher, and Charles C. Kujawa of the National Board of YMCAs Program Services Department have served on national staff planning groups related to the project. Dr. Harold T. Friermood, National Director of Physical Education has given support and assistance throughout the five-year period.

For typing and attractive layout, credit goes to Olive L. Clark. The editorial assistance provided by Charlotte Himber during and far beyond regular working hours made early publication possible.

Though this account of the "Leaders Unlimited" program includes only the experiences from 1961 through 1965 exploration of more effective training methods continued with an increasing momentum. By 1967 three additional schools had joined the project. Plans are currently underway for 1968.

Winifred J. Colton

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PART ONE

DEVELOPMENT OF THE "LEADERS UNLIMITED" CONCEPT IN JUNIOR LEADERS SCHOOLS

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DEVELOPMENT OF THE "LEADERS UNLIMITED"
CONCEPT IN
JUNIOR LEADER SCHOOLS

An Evolving Theory of Character and Value Development

A search for effective character and value education methods has been the aim of the "Leaders Unlimited" emphasis in YMCA pilot Junior Leader Schools for junior and senior high school boys and girls since 1961. Promising training methods have been tried and a variety of evaluation procedures used in a continuing effort to study the results.

A Definition of Character and Values

A simple definition of Character and values may be stated as follows:

> Character is what we do, how we behave.
>
> Values are what we believe about ourselves, others and the world in which we live.

Two assumptions have been made in the "Leaders Unlimited" program; that one's values can influence one's behavior and that the reverse may occur; and that one may be able to operate more effectively as a unified human being as well as achieve a higher development of his potential as values and behavior become more consistent.

The importance of finding or formulating and describing an understandable theory about how character and values are developed has been recognized but given little attention in our program until recently. Though we have spent a good deal of time in refining our objectives, our theories have been largely in the individual minds of those planning and conducting the schools. However, in a fragmented and faltering way a theory has been emerging from the school experiences and from insights given to us by our consultants and through related written resources.

Emphasis on the Individual

From the beginning we have assumed that the development of character and values is a very personal matter, yet we observe society moving toward depersonalization and anonomity. Community organizations tend to take on the characteristics of the society in which they operate. More and more people are served with vending machines and efficiency systems. Youth has rebelled; writers, artists and composers have tried to express the chaotic results of a depersonalized society where individuals and their values are unimportant.

What effect has our mechanized world had on the "Leaders Unlimited" program? It has magnified the necessity to focus on the individual, to find ways of helping him to recognize his own dignity and worth as well as the dignity and worth of the other individuals with whom he comes in contact. He is encouraged to accept the responsibility for his life and for the lives of those around him. He is helped to see that his leadership development is unlimited and that he is now and will continue to be setting his own limits to a much larger degree than he now realizes.

Importance of "Other Adults" in the Lives of Youth

Research findings report the importance of "other adults" in the lives of youth. These are adults who can talk with, share with and grow with youth. Meaningful kinds of communication between advisers, leaders, teachers, and junior leaders are being explored in the training program. "Informal conversations" between advisers and junior leaders and modified sensitivity training have proven to be promising methods.

Developing Personal Response-ability

A great deal of confusion reigns today around the importance of developing personal responsibility and how this can be accomplished. Willis W. Harman, Professor of Engineering at Stanford University Electronics Laboratories, Stanford, California, in a recent (1965) paper entitled, "Discovering the Origins of Responsibility" has lent clarity to the subject. He refers to "education toward ethical responsibility" which includes those morals and values seen as important to our society and "the development of the ability to respond to life in such a way that those actions, thoughts, and feelings which are conducive to the good functioning of the whole organism, and to the unfolding of the total personality tend to emerge spontaneously." In this process inner approval and a sense of rightness guides our behavior. Though these two processes (education toward ethical behavior in relation to other human beings and self-actualization) may seem to work against each other at times, both are important and neither can be dealt out. Until recent years our YMCA concerns seem to have been more related to the former than the latter. Today some perceive that we may have forgotten the former in our excitement of dealing with the latter.

In the Junior Leader Schools we have been trying to understand the relationship of moral value education to self-actualization or self-realization. While junior leaders report they have "experienced" much greater self-understanding and understanding of others through some of our "Leaders Unlimited" methods we have lingering feelings of guilt about not giving sufficient focus to teaching moral values, which we perceive to be our business.

Dr. Harman has some additional things to say which may help us resolve our dilemma. He observes that we have been "hypnotized since infancy into seeing things as our parents and our society see them." We are not aware that we may not be seeing things as they are but as they have been suggested to us. In other words our perceptions may be inaccurate in today's world. If one sees himself as an independent human being with responsibilities for the welfare of others this perception is quite different from perceiving others as a part of himself. His motivation to responsibility in the first instance may be one of "should" and "ought," thus compulsion not freedom governs his actions. If he perceives himself as part of others in interwoven human relationship he responds freely in a caring way. This, Harman refers to as "response-ability."

Study of the individual goals set daily by junior leaders indicates that persons with unsatisfied personal needs have great difficulty in reaching out to others in effective ways. There are at least two approaches to working with such persons, the more traditional way of trying to help them to forget themselves and to think of others. When this is possible it sometimes appears to be at considerable personal expense. More recent efforts are toward helping persons satisfy needs important to them, trusting that reaching out with "response-ability" to others is the natural next step of a healthy human being.

Importance of the Small Group in the Development of Persons

The purpose of improving the mental health of a sick person has been described by a psychoanalyst as reducing his anxiety, lowering his frustration level and helping him to seek and accept truth. This process translated into the direction leader schools' work in small groups is taking looks something like this:

The Psychoanalyst's Approach	The Group Work Approach
Reducing anxiety	Developing a climate of trust among members of a group. Improving self concepts. Working toward group acceptance of members.
Lowering frustrations	Encouraging persons to express freely their ideas, feelings, and convictions. Dealing with frustrations rather than ignoring them.
Seeking truth	Helping persons to be open and honest in their relationships with one another. Helping persons to bring perceptions of themselves and others into greater reality.

It would seem the team organization in physical education could also be considered the basic group in attaining the above objectives. Further exploration in this direction holds promise.

Definition of an Effective Person

We assume that to become an influential person, a leader, one must become an effective person. An effective person we define in positive terms as one who behaves constructively but not with blind conformity, one who acknowledges his weaknesses as well as his strengths, understands and has respect for himself and others, is clear about his value system and acts accordingly. This is not to say that one must have reached the ultimate in these dimensions, if this were even possible. Rather, such a person is constantly testing, growing, and becoming, not by himself alone, but in relationship with others. We assume further that as a leader demonstrates in his behavior that he is seeking these goals he inspires and influences others to extend themselves. It is the seeking in relationship with other human beings that is important. If it is true that most of us are using no more than 10 to 15 percent of our potentialities "leaders unlimited" or "persons unlimited" is a concept worth pursuing.

How Behavior May Be Changed

Developing our potentials requires constantly changing our behavior. We may change our behavior by going through the following steps:

Become aware of the need for change.

Actually see or be able to visualize a new style of behavior.

Decide to try out the new behavior. This may have one of three consequences in terms of feelings:

1. A feeling of satisfaction

When I experience satisfaction in new behavior I may repeat the behavior. Perhaps I will also see meaning in the new behavior.

Next, I may try out the behavior in other situations. Then I may relate what I have learned to my value system which may call for further adjustments. On the other hand, if reinforcements are not available, a feeling of satisfaction may not necessarily lead to repeated behavior.

2. A feeling of dissatisfaction or discomfort

When I experience dissatisfaction with the results of my attempt at new behavior I am not likely to repeat it unless appropriate reinforcements are present.

I may analyze the results and decide to try something else to achieve an important goal toward which I am reaching.

3. No particular feelings of either satisfaction or dissatisfaction

A new habit could be formed at this level, but probably would not be, if much effort were required and if reinforcements were absent.

- reinforcement is important in behavior change

Reinforcements include a variety of such things as recognition and praise by someone important to the person, a report of progress to parents or to a superior back home, and a variety of reminders like tying a string around your finger or writing down daily goals.

- inspiration gives added motivation

The importance of providing an inspirational dimension within the training process is becoming clearer; when inspirational content is directly related to the values we are emphasizing an effective kind of reinforcement is provided. When skills of goal-setting have been taught without attention to an inspirational dimension the motivation for learning seems to have been reduced. The process has seemed to become mechanical and sterile. A wide variety of ways to develop and draw upon the spiritual dimensions of life are being explored. Small groups desiring to plan inspirational programs can do so; they are encouraged to relate these programs to the life of the school. Traditional presentations by outside resource persons are part of the program of some of the schools. Religious values are identified in the daily discussion programs outlined by the Character Research Project entitled, "Christian Social Influence Skills Course."* Within the less structured human relations training groups and to a more marked degree within agenda-less modified sensitivity groups the spiritual resources of the members are often heavily drawn upon. Silent meditation and prayer have at times been included as a part of the goal-setting process.

- ideas stimulate action - action influences ideas

Changes in behavior can begin with an idea and move to action. Changes can also begin with action and be repeated without much thought until they become habits. Action may lead to considering results and may ultimately carry one to deepened or to new commitments. If the individual discovers new meaning in his new behavior, meaning which is important to him, both behavior and values may be changed.

* Recently a book including the Christian social influence skills has been published entitled, How to Stand Up for What You Believe: A Teen-Ager's Action Guide, Herbert J. Detweiler. New York: Association Press, 1966.

A Continuing Search for More Effective Training Methods

The search for more effective training methods, and exploration of the effects of current training experiences in junior leader schools is an ongoing effort, the first five years of which are reported here.

Having considered some basic ideas underlying the "Leaders Unlimited" concept it seems appropriate to provide a brief description of the program and how it has developed.

DEVELOPMENT OF THE "LEADERS UNLIMITED" PROGRAM IN JUNIOR LEADER SCHOOLS

1961 - 1965

Expansion of the Program

With the interest and financial assistance of John W. Leslie this experimental effort has grown from the first school sponsored by the New England Area YMCA in 1961 at Springfield College, Springfield, Massachusetts, for forty-five girl participants, to four schools in 1965 with nearly six hundred boy and girl leaders enrolled. The Southwest Area YMCA Co-ed School was conducted at Southern Methodist University in Dallas, Texas in 1963. It came into this project during its second year of operation. The Blue Ridge School had been in operation for over thirty years training boys, and later adding girls. It introduced the "Leaders Unlimited" program in 1964. In 1965 the Boston (Massachusetts) Metropolitan YMCA School, located at Camp Ousamequin, joined the project.

Annually, since 1963, the director and one other staff member from each of the schools have met in New York City for two days to share learnings from their varying experiences, to consider new methods and to begin plans for the succeeding year. Observers from four additional Areas and States attended the School Directors Evaluation and Planning Meeting for 1966 schools. At the meeting in 1966 it was decided to do an evaluative study of the schools in 1966. The purpose was not to evaluate the various school programs, but rather to identify certain elements within the methods used which seemed to be having a possible effect on leader growth and development. The Ohio-West Virginia Area YMCA School at Kent State University in Kent, Ohio, joined in this endeavor, as did the Fifteen State High School Training Lab at Estes Park, Colorado. A report of this study has been prepared and is available on request.

The entrance of the Boston Leaders Institute into the project in 1964 gave some new dimensions to training possibilities. The Institute was planned as a part of the on-going program of the Branch YMCAs. Opportunities for lead into and follow-up of the Institute program appeared to be more possible in a metropolitan setting than in the broader geographic areas served by the other schools. This inner-city program provided a constituency of approximately equal participation of Negro and white leaders. Here, the opportunities as well as the challenges of interracial advance were worked through with Negro and white leaders in what more nearly approached a co-equal climate.

Training for Leadership Responsibilities

Traditionally, junior leader training programs have provided high school age boys and girls assisting as teachers and leaders in physical education classes, recreation and club programs in local YMCAs with an increasingly high level of performance, teaching and leadership skills. Within the process it has been assumed that YMCA values are transmitted through the adults responsible for the programs. The effectiveness of adult models of behavior which are consistent with the values to be taught continues to be recognized as a key method of character development.

The spiritual side of the YMCA triangle is usually associated with character development. An effort to stimulate spiritual growth is frequently encouraged through inspirational programs of various kinds. The most familiar activities of this nature have included presentations and talks by key adult leaders, worship programs, small group devotions at the end of the day, and campfire programs, to name a few.

Opportunities for character development are also often perceived in team play. It has been possible to identify specific situations in which sportsmanship values seem to have been learned on the gym floor.

There is no doubt that many of our youth leaders profit from the total impact of the junior leader training program; quite a number of them are sufficiently motivated to choose YMCA work as their profession. So we do find out for whom the program works, but we are not sure exactly how it works. Nor do we know why it works for some but not for others. Nearly one-third of the participants in one school in 1965 were returning junior leaders, yet only two out of ten of these were elected to the school council by their peer group members. Why were the new leaders selected instead of those with previous experience in the program? In the same school it was also observed that most of the participants in one of the modified sensitivity training groups in 1964 returned to the 1965 schools. Why did such a large proportion of this group come back again? Why do some junior leaders continue on year after year while others move out of our programs? Do we continue to attract those with the highest potential for leadership development? What effect may this have on our future lay and professional leadership resources?

"Leaders Unlimited" Pilot School Programs

Most of the time in the traditional school schedule is spent in physical skills development and in learning how to teach the skills. With possibly one exception, the pilot schools participating in the "Leaders Unlimited" program also give what is probably a comparable amount of time to this important aspect of the program. However, the following differences in scheduling and content between traditional programs and the pilot projects have been observed:

- Much of the time formerly used in presentations of an inspirational nature to the total group is now being used in small group involvement through discussion and other kinds of interaction.
- In the past most of the so-called "Inspirational Program" was provided by one or two adults; today total staff involvement is encouraged and provision is made for an increasing amount of shared leadership on the part of the participants with the adults.
- Personal growth continues to be the focus of the "inspirational program" but has extended beyond the program with this label. In varying degrees it is becoming a part of the total program.
- The nature of the personal growth process and the desired school objectives are much clearer today than they have been in the past.
- Instructors and junior leaders are asking themselves, "how can those with whom we are working grow in understanding and acceptance of themselves and of others through participation in our gym and swim classes and our junior leader club programs?"
- Less control is being superimposed from the outside and greater individual initiative is being encouraged.
- Greater flexibility and opportunities for decision-making can be observed.
- Opportunities for growth are being expanded and varied for junior leaders attending the schools beyond one year.
- Greater efforts are being made to involve parents in the process.
- Preparation for the school program and follow-up afterward is being given attention.

- Pre-school and daily staff training programs are the pattern.
- Evaluation of results in terms of individual growth and development is expanding. The junior leaders themselves are being included in this process so that they become aware of directions in which they are moving.
- Staff are encouraged to work with junior leaders in informal one-to-one relationships and in small shared leadership experiences as well as in the frequently more formal relationships of the past. Adults with youth, learning new things together is a new experience for some.

Integration of Personal Growth and Skills Development

Insight is expanding on how training in personal development can be combined with skill training. The importance of giving emphasis to these two aspects of training is gaining recognition in all kinds of industrial, professional and lay training programs. Ways must be found of sharing learnings across departmental training lines.

INTRODUCTION TO MAJOR METHODS USED IN THE "LEADERS UNLIMITED" PROGRAM

The main methods are identified here but are developed and explained in a later chapter.

Goal Setting

Goal Setting helps a person consciously to decide some action to be taken, to try out the action and then to evaluate the results. It is realized that it may be possible for this process to be carried out and still have little effect upon changed behavior or changed values for reasons explained earlier. On the other hand the method appears to hold sufficient promise that after five years in the leader schools it continues to have a central place in the "Leaders Unlimited" Program.

Human Relations Skills Training

Persons grow through relationships with others; they do not develop in a vacuum. The importance of learning human relations skills which will improve the quality of relationships has gained increasing respect in the junior leader training process.

To become an effective leader and an effective person, one must gain human relations skills such as the following:

Trust in self and in others

Listening

Expressing feelings

Expressing beliefs and convictions

Dealing creatively with conflict

Acceptance, trust and support from peer group members and adults are important to self-acceptance and to developing the courage to try new behavior. Goal-setting has been integrated into this program in some of the schools.

Modified Sensitivity Training

Modified Sensitivity Training was used in 1964 with the junior leaders who had attended the New England Area School one or more previous years. These twenty-five girls were divided into two groups which met twice daily for a total of approximately twelve hours. The experience was as unstructured as possible. Developing greater self understanding and understanding of others and learning how to help others were indicated as major learnings in these groups.

Christian Social Influence Skills Course

For three years in the Blue Ridge School and two years in the New England Area this program was conducted by staff members of the Character Research Project. The method consisted of study of the course material in advance, discussion in small groups and goal-setting and evaluation.

PART TWO

PLANNING THE "LEADERS UNLIMITED" TRAINING EXPERIENCE
PURPOSE - OBJECTIVES - GOALS

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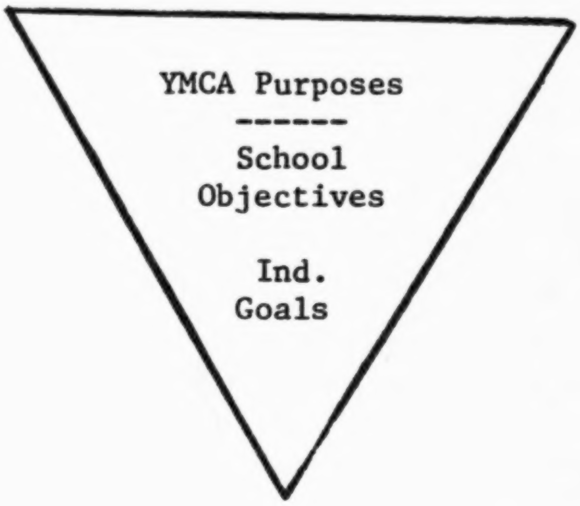
PLANNING THE "LEADERS UNLIMITED" TRAINING EXPERIENCE

PURPOSE - OBJECTIVES - GOALS



This chapter is intended as a transition from a report of what has been done in the past to the next section which explains how-to-do-it methods. It is important for persons planning to use some of the methods and tools to consider the material in Part One on the theory and basic ideas underlying the "Leaders Unlimited" emphasis as well as the purpose, objectives and goals toward which the methods described in Part Three have been directed.

Definitions

To avoid confusion at the outset it is important to define terms as they have been used in the "Leaders Unlimited" program.

Purpose - this is the broad over-arching purpose of the YMCA.

Objectives - these are the directions identified by the schools for reaching toward the purpose.

Goals - the term "goals" will be used only when referring to the personal directions which junior leaders identify for themselves in the goal-setting process.

Purpose of the YMCA

As we know, the stated purpose of the YMCA is

> "The Young Men's Christian Association we regard as being, in its essential genius, a worldwide fellowship united by a common loyalty to Jesus Christ for the purpose of developing Christian personality and building a Christian society."

Objectives of the Schools

A broad objective of leaders schools has been described as

> "Leaders Schools are conducted to assist local Associations in the further development of leadership qualities of boys and girls who are leaders or potential leaders in YMCA physical or recreation programs."

Individual schools have described their objectives in different ways, but the nature of the objectives makes them classifiable under two types: organization-centered objectives and individual development objectives.

Examples of organization-centered or school objectives include:

"1. To supplement the work of the local YMCA in the training, and challenging of young physical education leaders through the National YMCA Leaders Club program.

2. To expose boy and girl leaders to experienced YMCA lay and professional leaders with the view of stimulating their continuing interest in the work of the YMCA.

3. To expose selected young leaders to modern methods of leadership and of teaching methods and skills so that they may become more effective leaders in their respective YMCAs."

Responsibilities of junior leaders in the YMCA have been expanding. While they continue to include leadership relations to physical activities they also extend to club program, special interest groups and day and resident camping. One school defines its objectives as -

"1. To introduce the leadership role.

2. To expand knowledge and skill in selected program activities.

3. To explore initial learnings in human relations skills."

The second type of objectives has been formulated by another school in terms of individual development -

"To help boys and girls become more effective junior leaders:

1. By teaching them how to teach others physical education and recreation skills.

2. By increasing their performance skills in physical education and recreation.

3. By helping them become more effective persons through greater self understanding.

4. By teaching them skills of relating to and becoming mutually helpful to others."

These kinds of objectives focus on the more effective functioning of the individual. We are finding ways of determining to what extent we are achieving these objectives, which will be described later.

With the vast variety of program in the YMCA there is a tendency to become departmentalized in our thinking as well as in our organization. If our YMCA purpose is to be taken seriously we must find ways of breaking through compartmentalization which blocks shared learning from our widely diversified programs. The movement from generalized directions expressed in the YMCA purpose through the spirit, mind and body concept of the Triangle to the more specific kinds of program and personal development objectives of the schools illustrates a unified approach.

At the annual School Directors Planning and Evaluating meetings a considerable amount of attention has been given to clarifying objectives.

There is a continuous reformulation of school objectives and processes. This has resulted from a growing knowledge about how behavior-change occurs and an increased understanding of the potential of the junior leader himself. The junior leader's personal goals and his evaluation of the leaders' school program have also contributed to redefinitions of objectives. An examination of objectives of one school in 1961 with those which it formulated in 1965 will illustrate the changes which are occurring in the thinking and planning.

Objectives of a leaders school - 1961

To learn how to teach physical skills.

To learn how to be a friend and how to have many friends.

To learn how to be a leader who develops leadership in others.

To consider individual life purposes.

To relate learnings from leaders school to strengthening and enriching family life.

Objectives of junior leaders in a leaders school program - 1965

1. To acquire the teaching skills needed to teach physical and recreational activities.

2. To acquire the performance skills needed to teach physical and recreational activities.

3. To understand self and others (so that we may become more effective teachers and group leaders).

4. To clarify, develop, and strengthen moral values which make junior leaders more effective persons, as well as more effective teachers and group leaders - moral values such as:

   courage to strive for excellence

   fair play and honesty

   empathy and respect for the worth of others

   pursuit of maximum health and fitness.

5. To acquire the human relations skills necessary to translate these moral values into personal action at school and at home by:

   learning listening and communication skills

   learning to express feelings

   learning to express beliefs and convictions.

6. To acquire the teaching skills needed to translate these moral values into action with the persons with whom we work at school and at home.

A comparison of these lists shows an increasing recognition of the importance of human relations skills, not only in becoming an influential leader, but also in the whole growth and development process. Leadership requires relationship and the quality of this relationship is important in working toward the YMCA purpose. Strengthening and enriching family life is becoming an increasingly important objective in the YMCA. A few methods have been incorporated into the leaders school program but ways have not yet been found to give priority to this objective.

Between 1961 and 1965 another objective appeared:

"To help boys and girls become more effective leaders by encouraging them to seek God's will for their lives according to the faith of their choice." It became generally agreed that this was an overall concern, and as often happens it somehow was lost in any stated terms by 1965. Further thought needs to be given to the place and importance of this objective in future schools.

Goals of Individuals

The daily goals set by each junior leader have reflected the school goals, the varying leadership training and program emphases, and the content of evaluation tools. Examples of personal goals may serve to illustrate these relationships. For instance, in 1961 one goal was stated as "I will get to know two new people today." This obviously related to the school objectives of making new friends. "To learn to work with the parallel bars" directly tied in with the gymnastic skills program. "To listen closely to what other people say" was a goal formulated in 1963 after groups had been exposed to "Group Participation Forms." On this form members ranked themselves and the others in their group on ability to listen to one another, among other things.

Each year junior leaders have also selected goals for themselves which obviously related to their daily experiences but were not stated in school goals. Some examples of these have been:

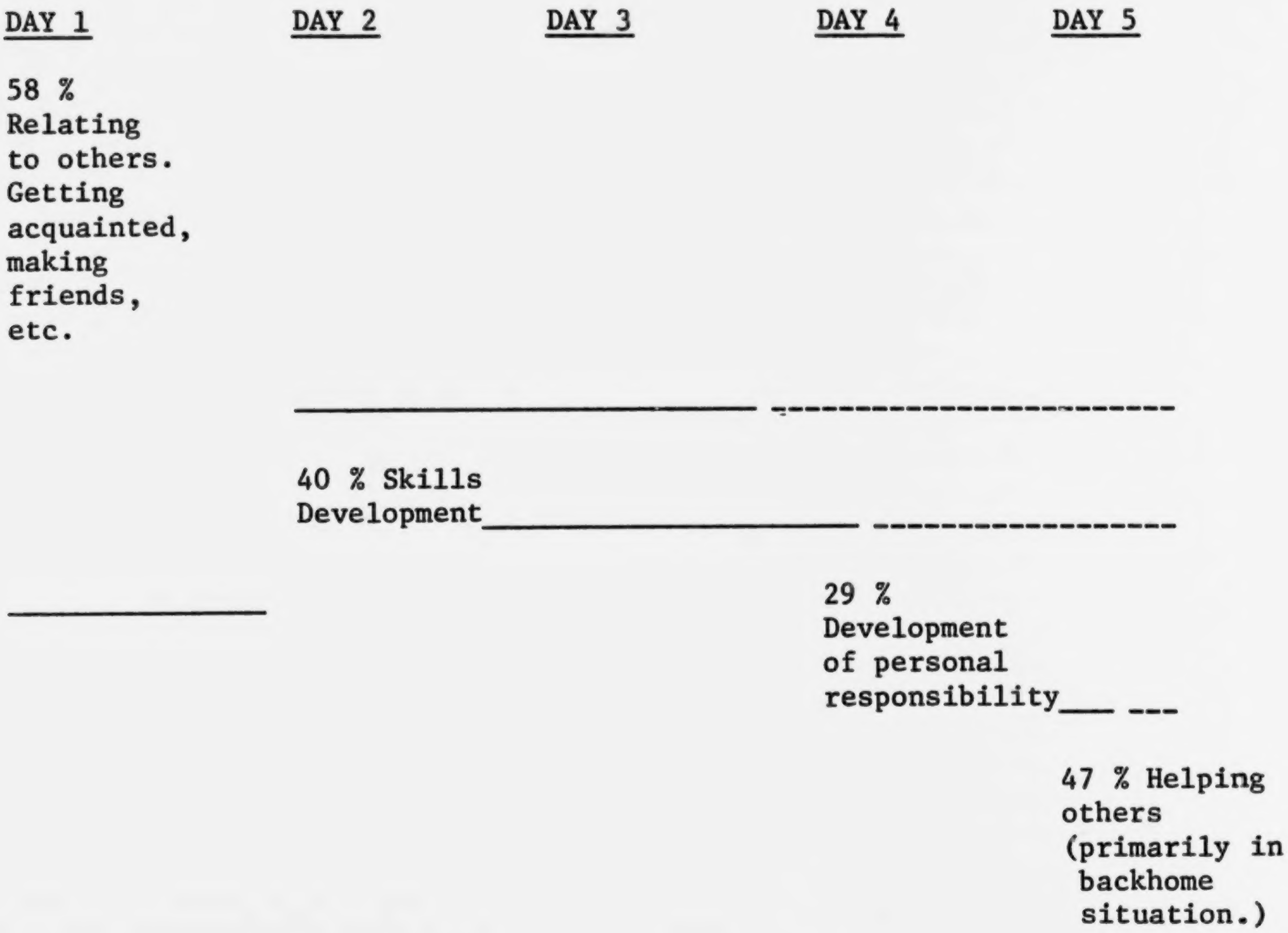
> "To find out all I can about Springfield College as I am interested in becoming a physical education teacher."
>
> "To try to overcome the difficulty I have of trying to think of something to say to a person I do not know."
>
> "To overcome my fear of getting up in front of people."
>
> "To help my partner get over being lonely." (from structured working in pairs)
>
> "To think over what is puzzling me and be able to discuss it."
>
> "To accept everyone for what they really are and not for what they seem to be."
>
> "To become more tolerant of others, especially those with whom I don't get along. I feel that if I get to know these people my attitude toward them will change - it usually does."
>
> "To include everyone in my discussions and be particularly careful not to exclude anyone."

On the last day of school members set take-home goals. Many of these have been along the vein of taking back and sharing the things learned. Often the goal of starting a new leaders club has been chosen. Learning physical skills and teaching skills have remained high in frequency of daily goals set in all schools. Human relations skills of trying to accept others are reflected in both boys' and girls' goals. A number of vocational goals are expressed each year. Many participants leave leaders school with an enthusiastic intent of "getting more members interested in the 'Y' and in the leaders club program." Some less-frequent kinds of take-home goals have included: "To set a goal for a contribution to World Service. Also get a gym instructor, with the help of other members." "To go on a diet." "To go through my guidebook with club members." "To get more members for the Y and for leaders club." "To volunteer for jobs - not be scared to state things or do jobs." "Tolerance - learn to lose - smile and congratulate those who win."

The Guidebook, a resource manual given out at the beginning of the school, seems to be viewed as an important tool. Many junior leaders refer to how they plan to make use of it when they return home.

James M. Hardy, Executive of the National YMCA Research and Development Services, included a chart in his evaluation of one of the coed schools which helped to visualize how the content of the goals changed throughout the week.

Changes in Junior Leaders Goals Throughout the Week



Why Spend So Much Time on Objectives and Goals

It is obviously impossible to put together a sailboat, or make a cake without knowing what the end product is supposed to look like. Within recent years attempts have been made to describe what a mature human being looks like in modern terms. Increasing knowledge in the behavioral sciences has helped us to see how one becomes a mature constructively functioning person. We are aware of quite clearly defined developmental stages which each person must pass through in order to arrive at increasingly higher levels. In junior leaders schools we are trying to help our teen-age leaders answer four questions which are very important to them - "Who am I?" "Where am I going?" "Where do I want to go and how can I get there?" "How can I learn the most and give the most in the 'here-and-now' in the present leaders school situation?" We are trying to help them "break the apron strings" not to the end of independence but interdependence. This means communication systems must be kept open at home as well as outside the home. Skills of relating to others, both for personal growth purposes, as well as for cooperative world-building purposes must be learned.

The process we have chosen is an experimental one: get the facts, clearly identify the objectives, creatively explore methods to try to achieve the objectives, and observe and evaluate the results. This is not done by the staff for the junior leader, it is seen as a joint process in which staff and junior leaders work together. It is a masterpiece of understatement to say we still have a tremendous amount to learn but we are convinced that this method holds considerable promise for learning.

PART THREE

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TRAINING METHODS USED IN THE "LEADERS UNLIMITED" PROGRAM

After identifying the objectives of the schools, a continuing task has been to find methods by which the objectives may be accomplished; some of the more promising methods are included here. The intention is to describe them sufficiently well that they may be tried in other training programs.

The logical first method to include is goal-setting, as this has been used in all schools since their entry into the project. Over the five-year period personal goal-setting has become related to all aspects of the junior leaders school program, as evidenced in the content of the personal goals set by the junior leaders.

Personal Goal-Setting - Key Method for Encouraging the Development of Responsibility in Self and To Others

Why This Method Was Selected

Personal goal-setting has been used for several reasons: to provide for maximum individual growth and development based upon individual needs; to encourage individuals to take personal responsibility for what they learn and what they do, thus counteracting outer-control pressures of the peer group and the culture which may result in unthinking conformity; to make individuals more aware of the opportunities for a variety of learning within the training school experience; to teach the elements of the scientific process: analyzing the situation - deciding what to do - doing it - evaluating the results.

There is a current wave of new interest among behavioral scientists in this method for changing behavior, because a great deal of recent research in conditioning by reinforcement has demonstrated the effectiveness of the goal-setting structure. The theory of goal-setting is sound and has proven useful. The specific forms and procedures outlined in this document have been successfully used in leaders schools. However, the content and applications to the training programs keep changing in an effort to improve their effectiveness for personal and leadership development. It is hoped that those who use this material will continue this exploratory approach.

How the Goal Setting Process Works

Each junior leader is helped to set his or her own goal each day of the training school. Take-home goals are set on the last day. Goals for the day are written on cards or sheets in the small group meetings either early in the morning, or at the end of the day for the next day. Each evening progress toward achievement of the goal is evaluated by each person. Goal cards and goal sheets call for not only the statement of the goal but also the specific behavior which will be tried to reach toward the goal. If goal sheets are used carbons are provided. At the end of the day a copy of the goals and the evaluations of their achievement are turned in to the adviser.

Goal-setting is a very simple procedure as described by one of the leaders: "Each day I think about what I want to learn and I decide exactly how I will go about learning it, that is, what new behavior I will try. At the end of the day I evaluate whether I did or did not make progress toward my goal. If I tried the behavior and found it ineffective I try to figure out why; then I may decide to try some other specific kind of behavior tomorrow. If I was successful I may try something more difficult tomorrow. Whether I was successful or not I may choose an entirely different goal tomorrow."

Individual goal-setting takes place in small groups of eight to ten junior leaders with an adult adviser. Members of the group help one another to set and evaluate progress toward their goals. Each morning approximately one hour is devoted to meeting in small groups. Sometimes this has been preceded by appropriate presentations. Presentations which seem to be necessary are few in number, short and to the point. They seldom exceed ten minutes without some sort of group interaction. Human relations skills training, modified sensitivity training, and an informal course in skills of Christian influence are major training methods which have been used. These are described in a later section.

Frequently small groups meet in the evening before bedtime, to evaluate progress on their goals and share what has been learned during the day, to participate in a short meditation period, or to work on some of the leaders school tasks. The tasks assigned to these groups relate to planning all school events. Working on these tasks requires thinking of personal goals in relation to group goals.

Sample Goal Card for Monday* - New England Area School - 1962

My goal for MONDAY IS______________________________

____

The step I plan to take is__________________________

____

I did_____did not_____accomplish my goal.

Comments:

What else might I do?

Name______________________

Group Name________________

In 1962 the cards were different colors for each day.

Content included on cards on subsequent days was based upon training objectives:

TUESDAY - Learning to set important goals

I think my goal important because__________________

WEDNESDAY - Learning to work with one other person

How did my assistant help me?______________________

How did I help her?________________________________

How did I feel about helping her?__________________

How did I feel about the way she helped me?________

---

* Sample goal sheets were used in subsequent years. See page 191

How could I have been more helpful?________________________

How could she have been more helpful?______________________

THURSDAY - Learning to relate personal goals to group goals

How will what I plan to do contribute to my group's task?___

If I accomplished my goal how did it help my group?_________

If I did not accomplish my goal, what were the results?_____

FRIDAY - Identifying take-home goals

My take-home goal is____

The steps I plan to take are________________________________

The way I plan to do this will be___________________________

Responses to questions on the goal cards were discussed in the small group meetings according to the wishes of those making the responses.

Each year the adult leaders are encouraged to set personal goals along with participants. This provides a joint-learning experience in which adults and youth may participate in the growth process together. Through this method the adult facilitates learning by what he does rather than by telling others how to act. The condition sought is one in which youth help adults and adults help youth through open empathic communication. A subjective judgmental approach is discouraged in favor of a joint action-research approach.

Involving Parents in the Growth Process

The Parent-Youth Informal Conversation

In the form entitled, "An Informal Conversation with Your Daughter (Son)" (see sample*) You will note the breadth of background information available to advisers and school staff members during the two-day pre-school training period. Information is provided about activities and interests, the home and neighborhood, health, vocational aspirations, what parents would like to see their sons or daughters learn at leaders school, etc. A separate sheet is sometimes attached for junior leaders to express feelings they have about being a junior leader.

The forms are sent to the parents at least one month prior to leaders school. Parents are asked to sit down with their son or daughter for about one-half hour and work through the form together. Finished forms are mailed back to the school director. The first year this process was tried separate forms were sent to parents and to junior leaders. The new joint form has replaced the two original forms. It has been enthusiastically received. Parents and youth have expressed appreciation for this required opportunity to talk together.

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*From this point on "(see sample)" refers to material on colored sheets included in this immediate section.

Local YMCA secretaries or leader club advisers might find the information provided on these forms useful after the school is over, but this kind of sharing of information has not been tried to date.

Parent Orientation Meeting

1963 was the first year that a "Parent Orientation" program was given to those families who brought their daughters to leaders school. The school objectives and programs were explained. Parents expressed appreciation for this and it has been repeated in successive years.

Developing a Working Relationship Between Advisers and Junior Leaders

Get Acquainted Conversation - Adviser with Junior Leader

As a part of registration on the first day each junior leader is scheduled to meet with the adviser of the small group to which he or she has been assigned. Twenty minutes has been found a satisfactory length of time for these sessions. Advisers select a pleasant location where they are not likely to be interrupted: this can be indoors or out under a tree.

Advisers have been prepared for this process during the pre-school training program when they are given folders on each of the junior leaders in their groups. Folders contain the results of the "Informal Conversation with Your Daughter (Son)" forms, the health statement from the family doctor and any other information which may have been collected in advance. Demonstrations of how the information can be used are included in the pre-school training. In 1964 a guide sheet for advisers (see sample) was made available. Time is provided to think through the opportunities of the coming week and how goal-setting can be related to them.

Junior Leaders School

AN INFORMAL CONVERSATION WITH YOUR DAUGHTER (SON)

Activities and Interests

To be filled out by Parents or Guardian

Parents:

Will you please set aside about one-half hour to talk about and provide the information below? The purpose is to help us get acquainted with your daughter (son) as quickly as possible so that we may be able to provide the best possible experience for her (him) at Leaders School.

ACTIVITIES AND INTERESTS

Physical: (participating in individual sports and in group games, attending sport events as a spectator, etc.)

Comments:

Intellectual and imaginative: (reading books, newspaper, comics, taking part in dramatics, writing stories, etc.)

Comments:

Artistic: (making scrapbooks, sightseeing, taking photographs, collecting things, drawing or painting, etc.)

Comments:

Musical: (listening to music, singing, playing the piano or other instruments, whistling, dancing, etc.)

Comments:

Mechanical: (fixing or repairing things, sewing, cooking, etc.)

Comments:

THE JUNIOR LEADER'S WORLD AS SHE (HE) SEES IT

The home: Describe the things the family does together. Who are the family members?

Comments:

The neighborhood: How does she (he) feel toward the various people in the neighborhood? Include grown-ups as well as children.

Comments:

The school: How does she (he) feel about the teachers? Classmates? School subjects?

Comments:

The church or synagogue: What importance does she (he) attach to it? What contributions would she (he) like to make?

Comments:

Other social contacts: How well does she (he) make new social contacts? How does she (he) feel about membership in clubs, choirs, dancing class, visiting, entertaining, etc.?

Comments:

Health: Are there any health or physical factors which have played an important part in her (his) development?

Comments:

Vocation: What does she (he) talk about doing, or plan to do when she (he) finishes high school?

Comments:

Do you have any further comments you would like to add?

Parents: What, if anything, new or reconfirmed did you learn about yourselves or your daughter (son) in this conversation together?

Daughter: (Son) What, if anything, new or reconfirmed did you learn about yourself or your parents in this conversation together?

For Parents: One major contribution we would like to see Leaders School make to our daughter (son) is -

For Daughter: (Son) On your own will you please fill out the attached sheet and return it with the information above.

Grade__________ Age_______ Average of marks 1963-64_____________

Date____________________

Name________________________ Representing________________YMCA

Birth Date___________ Parent or Guardian Name______________________

Address____

Occupation of father________________________________

Occupation of mother________________________________

Junior Leader:

Please finish the following incomplete sentences and return this sheet with the attached ACTIVITIES AND INTEREST form.

I feel happiest when -

The thing I like best about being a Junior Leader is -

The thing I like least about being a Junior Leader is -

I wish I could be a Junior Leader who -

Signed______________________________

GET-ACQUAINTED CONVERSATIONS - GUIDE SHEET

Adviser with Each Junior Leader

Time:

Sunday afternoon after registration - 15 to 20 minutes each.

Preparation:

Familiarize yourself with the information provided on the pre-school forms

Have 3 X 5 cards handy with each girl's name for quick note-taking

Warm Up Comments and Questions:

Hi, I'm your junior leader group adviser for the week. We will have _____junior leader groups made up of girls (boys) from different YMCAs who are different ages. The reasons we have made up the groups in this way is that: most leaders' clubs back home are like this; it will give you an opportunity to get acquainted with new girls (boys); and we hope it will help you to learn to work with new people you probably do not now know.

No doubt you already have some ideas about what Leaders' School is going to be like. What are some of these?

What is your responsibility as a junior leader back home?

Our junior leader groups here at school will be working primarily on three things:

- learning how to set daily goals for ourselves,
- how to achieve these goals, and
- working on program for the school such as:
    - providing daily news stories to the school paper
    - leading grace at meals
    - working up a drill for the marching competition
    - planning an evening meditation program
    - planning for a cookout and camp fire program
    - leading singing
    - planning a stunt for stunt night, etc.

So, it's important to know early what you like to do.

From the information which you sent in before the school I notice some of your interests and skills are_________(familiarize yourself with this in advance.)

Are there any things you would like to know about me or about the school?

Aids for Interpreting Goal-Setting

Junior Leader Handbook

An attractive handbook describing school objectives and the personal goal-setting process is given to each junior leader. This may be done at an opening orientation session or in small group meetings. Space is provided for writing daily goals and progress made toward them.

A Movie: "Life's Higher Goals" *

The color film, "Life's Higher Goals" showing Bob Richards, former Olympic champion, speaking to an audience on the importance of developing an inter-direction for one's life, was shown at two schools in 1965. It was shown to parents at an orientation meeting and to junior leaders at one of their first sessions together. The message is convincing. It provides early motivation for the goal-setting process.

A Story: "The City of Everywhere"

The City of 'Everywhere" by Hugh Price Hughes (page 192) illustrates how we know about the importance of doing certain things but sometimes do not do them. The story is about a town full of people who wear no shoes. When asked if they know about the value of wearing shoes they say they do. The obvious next question is, "Then why don't you wear them?" The punch line of the story is, "That's just it - why don't we?"

One school led into a dramatization of the story by having the staff members wear no shoes on the first day and respond to questions about this practice as the citizens of "The City of Everywhere" had responded. It was an effective learning experience for throughout the week participants were heard to say, "That's just it - why don't we?

Learning Goal-Setting Skills

Learning how to set effective goals requires knowledge and skill. An effective goal should be an important goal, important to the individual and to the broader world; it should be a measurable goal; it should provide a challenge; it should be personalized.

How to Choose Goals Which Are Important and Challenging

One year the following selected actual goals set by junior leaders the

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* A free rental, 16mm color film which can be obtained from General Mills Film Library, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55040

previous year were written on sheets of paper and provided to each person:

> To overcome my fear of getting up in front of people.
> To listen closely to what other people say.
> To learn better ways to handle problem children in the pool.
> To be able to jump on the trampoline.
> To plan ahead for future responsibilities so I will be reasonably sure things will go along smoothly.
> To make good use of spare time.

Girls were asked to add four more goals which came to their minds. Then they were asked to rank from the total list of ten the five most important goals.

In a total group discussion the rankings were shared and put on the board. Persons indicated why they thought the ones selected were important.

Another year a different process was used in one of the schools to identify challenging goals. In buzz groups, from a listing of twelve actual goals taken from a previous school experience girls were asked to select the two or three which looked most challenging, and two or three which looked least challenging. Results were shared in total group discussion. Each person then selected from her five alternative goals formulated the preceding day the one she considered most challenging to work on that day. In her small group she gained assistance in deciding what specific step she might take through brainstorming for ideas. Roommates were encouraged to work together in helping each other accomplish goals.

How to State Goals in Measurable Terms

In small groups junior leaders were asked to look at goals which they had written down for the previous day and the present day and choose the one which was the most specific and clearly stated. These goals were shared, and the ones selected for which progress could be best measured in terms of "Did I or did I not achieve my goal for the day?"

How to Choose Goals Which are Personal

What are personal goals? One junior leader explained them this way -

"Personal goals are goals which have meaning for me. They involve my feelings. To reach feeling levels and make understandable the difference between goals from the outside which I accept and those which are really mine and come from within me, I have to go beyond just thinking."

To reach feeling levels a short experience was provided in small groups on the third day of meetings together. Pictures of persons taken from magazines were put up on the wall. The faces communicated three kinds of feelings: a happy positive approach to leadership, a sad defeated approach and an authoritative compulsive approach. Group members were asked to choose the face which best communicated how they were feeling. After discussing their present feelings they selected the face which best described how they would like to feel. Another discussion followed, after which each person formulated a goal for the day.

Planning My Time - An Aid to Working on Goals

The importance of planning one's time was considered. An exercise entitled, "Time to Plan" was given in a girl leaders school. Each person was asked to list daily activities, why she did them and how often. Next, she was asked to number them in order of their importance to her. Finally, she was to decide which ones she could do without or spend less time on, and which ones she would like to spend more time on. Discussion in small groups helped members to think through the dimensions of the time problem.

TIME TO PLAN

To achieve my goals, I must set priorities.

Exercise:

During the school year I do the following things:

Priorities	Activities	Why I do Them (fun, have to, friend does, etc.)	How Many Times a Week
	Go to school		
	Go to movies		
	Watch TV		
	Participate in sports or physical exercise		
	Drive around		
	Sit and gab		
	Help at home		
	Go to church or synagogue and to related activities		

Priorities	Activities	Why I do Them	How Many Times a week
	Help in my community		
	Go to Scouts		
	Serve as a "junior leader"		
	Be alone--think and plan		
	Others:		

Go back and number the activities in order of their importance to you.

Discussion:

Considering your goals and your aspirations--

- Which activities do you feel you could do without or spend less time doing?
- Which activities should be given more time?

Relating Personal Goals to Group Goals

Two main purposes of groups are:

1. Accomplishing tasks and getting jobs done.
2. Assisting members in their personal growth.

Successful groups must take into account goals of each member, and members must also adapt their goals to worthwhile tasks of the group.

An Exercise

In one school, a greeting card factory exercise was introduced. Small groups were asked to produce as many Christmas greeting card messages as possible within ten minutes. Then they were given another ten minutes to produce Halloween card messages. The number of cards produced by each group was made known. Some of the more creative messages were read. A discussion followed on two questions:

How did groups organize to do the job?

How were the talents or goals of members used to accomplish the task?

Participants were then asked to try to relate their personal daily goals to the tasks of their groups. At the time, groups were planning worship services, cookouts, the closing banquet and stunt night.

In evaluating achievement toward their goals participants were asked -

"If I accomplished my goal did it help the group? How?

If I did not - what were the results?"

A Role Play Demonstration

Gaining an understanding of how persons effectively function in a group was the purpose of this session. Sheets were provided entitled "Task Functions or Roles," and "Building or Maintenance Functions or Roles" (see Sample). Volunteers were invited to give a role-play demonstration.

Role-players looked over descriptions of specific types of blocking and supporting role behavior which might be found in a group. Some of the roles included: The one who had all of the answers, the one who tried to get suggestions from others, the one who kept introducing unrelated subjects, the one who was enthusiastic about everything, etc. Each participant selected the role she would like to play.

As the role-players were being briefed the audience studied the Task and Maintenance Role functions. They were asked to look for helping roles and blocking roles during the performance.

Following a discussion, personal goals were set in small group meetings.

TASK FUNCTIONS OR ROLES

Member Behavior Required for Doing Group Work

	NAMES
1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem....	
2. Information or opinion seeking: Requesting facts; seeking relevant information about a group concern, asking for suggestions and ideas.	
3. Information or opinion giving: Offering facts; providing relevant information about group concern, stating a belief, giving suggestions or ideas.	
4. Clarifying or elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.	
5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject....	
6. Consensus tester: sending up "trial baloons: to see if group is nearing a conclusion; checking with group to see how much agreement has been reached.	

BUILDING AND MAINTENANCE FUNCTIONS OR ROLES

Member Behavior Required for Building and Maintaining The Group As A Working Unit	NAMES
1. Encouraging: Being friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition.	
2. Expressing group feelings: Sensing feeling, mood, relationships within the group; sharing his own feeling or affect with other members.	
3. Harmonizing: Attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters"; getting people to explore their differences....	
4. Compromising: When his own idea or status is involved in a conflict, offering to compromise his own position; admitting error, disciplining himself to maintain group cohesion.	
5. Gate-keeping: Attempting to keep communication channels open: facilitating the participation of others; suggesting procedures for sharing opportunity to discuss group problems....	
6. Setting standards: Expressing standards for group to achieve; applying standards in evaluating group functioning and production.	

A Scrollfilm

To increase understanding of the various kinds of goals which group members may have, how these must be taken into consideration if effective group functioning is to occur - the Scrollfilm, "Helping Girls Get Together:* was shown. The Scrollfilm is a creative audio-visual story told by projecting a continuing panorama of pictures and art work across a screen. When used in small groups of 15 to 20 persons the impact is innovative and aesthetic. Scrollfilms are not recommended for larger group meetings.

Following the Scrollfilm showing of approximately twenty minutes the group discussed the following questions:

1. Which were the task goals?
2. Which were the maintenance goals?
3. How were the needs and interests of members considered by the group as it worked toward its major task goal?

Choosing and Achieving Take-Home Goals

Planning What I Will Do When I Return Home

The importance of continuing the goal-setting process was explained. Each person was provided with an 8½ x 11" sheet entitled, "Targets for Tomorrow."

TARGETS FOR TOMORROW

When I return home I am going to do the following:

What I plan to do	Who can help me? (parent, teacher, Y secretary, friend, minister, etc.)	How will I go about carrying out my plan?

After filling in the information individually the results were discussed in small groups and then fed into a large group discussion. Responses were put on the blackboard under the three headings.

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* Contact the Camp Fire Girls, Inc., at 65 Worth Street, New York, New York 10013 or local Camp Fire Girls offices for Scrollfilm and special projector.

Vignettes of Take-Home Goals

Girls who had been to previous schools met together to discuss the results of trying to achieve their take-home goals from the former year. Both successes and failures were reported. Selections were made from these for skits to be presented to the total groups. The purpose was to help girls understand how take-home goals may be achieved, as well as some of the difficulties which may have to be faced. Unsuccessful attempts were also portrayed, at the end of which the audience was called upon for other ways which might have been tried to achieve the goals. The most common difficulty faced was trying to get the busy adult in charge of the back-home situation to listen to the suggestions of the junior leader. Ways of handling this dilemma were considered in follow-up small group discussions.

Christmas Letter to School Director

(A reinforcement procedure for encouraging
continuing work on take-home goals)

On the last day of the school each junior leader was provided with a form letter on which to report at Christmas time progress made toward take-home goals. Later, the process was altered slightly and letters were sent to school participants just prior to Christmas. Return of the letter has always been on a voluntary basis.

SAMPLE CHRISTMAS LETTER

Dear Pat,

I want to tell you what I've been doing since Leaders' School.

On my take-home goal concerning ______________________________

____

____ I decided to

take the following step ______________________________________

____

____

____

It worked and do you know what happened? ____________________

____

____

____

Or, it didn't work and I think I can tell you why.____________________

____

____

____

Guess what else happened?____

____

____

____

______________________.

Love,

____

Helping the Individual Become Aware of His Growth Potential Through a Variety of Methods

Responding to Written Forms

THE VISION FINDER
Finding directions for my life

In 1961 a tool developed by the Character Research Project called "In Search of a Vision for Your Life" was used. The purpose was to help participants think about the directions they would like their lives to take. An approach of this kind in the past has often resulted in highly idealistic generalities which could be more frustrating than rewarding. However, this particular tool was devised from life patterns already demonstrated. Biographies of men and women from many different walks of life were studied. Visions which these persons had for their lives were identified. It was found that these visions were classifiable into ten kinds. Each kind of vision was then briefly summarized with the following introductory statements: "Here is a vision some people have had for their lives. And here are some of the ways people have worked toward this vision."

When this instrument was tested with a group of teen-agers it was found that certain modifications were needed. After learnings from the boys and girls were used to revise the tool eleven kinds of visions resulted. These are included in the current Vision Finder (See sample).

How to Use

The Vision Finder can be used at the beginning of a training experience, or in preparation for it. It can be used again at the end of the training program. It can show longitudinal change by repeated use in subsequent years. The latter could be best accomplished in a local on-going junior leader training program. It is important to add dates to the forms if longitudinal studies are to be made. Forms run on different colored paper for different years may simplify later comparisions. The Vision Finder may also be used in connection with vocational planning in the leaders school program*.

One way to avoid structuring thinking would be to ask junior leaders to write a description of what they think they want to do with their lives and talents before using the Vision Finder.

The Vision Finder may be more easily used as a training resource than as an evaluation device. However, as an instrument to show change it may be especially practical and helpful to the individual personally for he can study his own responses and glean meanings for himself.

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* One year a panel of persons from Springfield College in Springfield, Massachusetts, (Dean, Counsellor, Physical Education teacher) and YMCA secretaries serving on the school staff talked about "Careers in the YMCA and in Teaching." Questions and discussion followed. A filmstrip entitled "Making Your Life Count" was shown. It can be secured on a prepaid basis ($10) from the Personnel and Management Services of the National Board of YMCA, 291 Broadway, New York, New York 10007

IN SEARCH OF A VISION FOR YOUR LIFE

Name ______________________________ Sex ____ Date of birth ______________

Address ______________________________ City ______________________ State __________

Religious Affiliation ______________________________ School Grade ______________

On these pages you will find several visions which people have had for their lives. A vision might be described as a purpose for existence. Some people have one vision, others have several, and still others may feel that they have no vision because they have never given it any thought. You may find that one of the following visions exactly fits the way you feel. More likely, you will see yourself in several.

The VISION FINDER is intended to help you formulate your life purpose or vision.

Read all eleven visions. Put a large "X" beside the one or more which best describe the direction that your life seems to be taking. Cross out any statements in the visions you have marked which do not apply to you. In the right-hand column add any comments which will make it more like your life purpose. Now, use the vision or visions you have chosen and modified as a basis for writing your own vision at the bottom of the last page.

* *

VISIONS

MODIFICATIONS and/or ADDITIONS

1. To help the suffering: In our world there seems to be an unfair percentage of people who suffer. My sympathies are aroused when I see men, women and children who are hungry, in pain, or unhappy. I would like to help relieve this suffering in the world. I realize this can be done in many ways. I could become a doctor, nurse, missionary, Red Cross worker, do social work, work in the government to help pass laws that are beneficial to more people, write about conditions to make more people aware of conditions and needs. I know that if I am to be effective in any one of these vocations I must face many years of hard study and work. But I am willing to do my best because more than anything else I want to use my skills to help those who suffer from whatever cause.

2. To create the beautiful: To create the beautiful is to me the most important thing in life since beauty is one of the basic needs of humans. I realize that this beauty can be created in many ways. It can be done by painting pictures; composing beautiful choral music, orchestral music, solo music; playing or singing; making musical instruments or artists' equipment. Or it can be done by doing research to create more exquisite flowers and gardens; through fashion designing; or learning to make homes more beautiful through architecture and interior decorating. But no matter which field I choose, my ultimate aim will be to create more beauty in the world around me.

3. To discover new truth: I am curious about the world around me. I want to know the reasons for things: why things and people work or behave the way they do or don't; what causes this to happen or that to happen, or not to happen; why people catch

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(2)

a disease or don't catch it; what causes it in the first place, and how to cure it if they do. Answers to such questions are found in many different fields of work: research in the behavior and use of physical forces, research to improve food plants and flowers; research in psychology, astrophysics, medicine, and other sciences. I know that it will take patience and stick-to-it-iveness in order to search for the many areas of new truth to be explored in our universe and I want to use my skill to break through the barriers of ignorance.

4. To provide entertainment: I seem to have the ability and desire to entertain others. There are so many ways that this can be done, such as becoming an actor or actress; teaching dramatics; doing circus acts; being a comedian; painting or singing; through caricature or public speaking; by publishing or writing humorous books; or through the many aspects of the television or motion picture industry. Since I like a good joke, I could do this in everyday life as part of the group or crowd. In order to accomplish this vision I must be willing to spend many hours practicing to become proficient in my chosen vocation. I must have patience, understanding, determination, and sensitivity to the needs and aspirations of others.

5. To help young people become their best selves: I seem to have a great desire to find ways of inspiring others to develop their best selves. One way of doing this can be found in the teaching profession or as a coach, as it is a great privilege to see young people learn to use their potentials and develop into mature adults. Other ways by which I could express this would be in doing social work or becoming a missionary. I understand that in order to achieve this ultimate vision I must work at taking smaller steps, one at a time, but always working and striving for the top. I can start now toward this vision by planning my education and by participating in and helping to lead activities which will aid me in fulfilling my vision.

6. To express my imagination: I seem to have a great deal of imagination. Whatever I do in the future, I want to be able to use it. I want to take what exists in the world and in my immediate environment and from it evolve something which is better. This could take the form of making new arrangements of the furniture in my room or home; improving a recipe; finding new ways of using waste products from industry; discovering practical ways for people to use the findings from research; helping industry through time and motion studies. I hope to be able to put my efforts into the kind of work or situation that will challenge my imagination.

7. To make right prevail: I have a burning desire to make right prevail. I want to break down social and racial prejudices and eliminate the pettiness and hate in our world. I can start doing this now by examining my own feelings and actions in the face of any social or racial injustice; by making creative conflict a guiding principle in my life; and by accepting people whom I am prejudiced against as sons of God who are striving to attain some of the same goals I am. Later on, I will choose a vocation that will fit my ideals. This will be one of many vocations that help to break down prejudice and hate. Some of these are: working through government to help pass legislation to protect people from unjust treatment; doing research for the United Nations or American Friends Service Committee or CRP; becoming a lecturer and talking to groups of people to arouse their sympathies and understanding of the issues involved; enlightening people through newspaper work and articles in magazines; working for labor and economic reforms; as a lawyer and judge; as a law clerk; as a politician. I truly believe that we are all sons of God no matter what our race, color, or creed may be; therefore I will do my very best in whatever vocation I choose, to fulfill this vision.

8. To excel: I seem to have a tremendous drive to excel. I can develop this by doing whatever I do to the best of my time, effort and ability. No matter what I do, I want to do it better than anyone else has done it, or do something that no one else has been able to do. There are many examples of this: the track man who has to run faster and/or farther than anyone else; the mountaineer who has to climb higher; the business man who has to make the most money, the best car, or mousetrap; the woman who has to make the best cake, or be the best private secretary; the scholar who must make the best translation; and, of course, many others. I must remember that when I seem to have reached the peak of my performance, the better I am, the better I can become.

9. To create a successful marriage: My family will be built on a strong foundation of love and mutual understanding, with religious principles and attitudes as our most significant guides. We will freely discuss problems that arise. I will make my marriage partner's vision my vision and help in every way I can to attain it. We will help our children to find their visions and to carry them out as carefully as we plan to carry out ours. This is one of the greatest privileges of being a mother or father. We will feel that we have really contributed to a better world if we raise our children to develop purposes for their lives so they can influence others to put religious principles into action in their lives.

(4)

10. To give everyone his full opportunity to do his best: I am one of those people whose concern for others takes the form of wanting to give everyone his full opportunity to do his best, because I believe everyone deserves a chance. There are many opportunities for doing this: by being concerned in the business or industrial field with giving people the best service and best quality rather than with how much money I make; by encouraging workers to advance as they develop increasing abilities. By consulting people and listening for their ideas, by reading newspapers and books, and by going to see progress made in hospitals, I can use scientific methods to achieve my vision. My active concern for others has made me want more than anything else to use whatever skills I have in order to achieve this vision.

11. To make religion a power in men's lives: I want to put all my effort into trying to make religion a power not only in my life but in the lives of others. Therefore it is very important to me to find out in what way God wants me to use my skills. Some obvious ways of obtaining this vision are by becoming a minister or priest or rabbi, a nun, monk, missionary or worker in religious and character education. But there are others, too: publisher of religious literature, salesperson in a religious bookstore, psychologist, school teacher, or even a church janitor. But whatever I end up doing, I know it will be centered around my ultimate goal - to help men learn to apply religious principles in their daily living, each in his own way. I no longer feel that I have to be a martyr to my wants. I know God wants me to do what makes me happy while I am doing his will.

Now use this space to write a vision of your very own toward which you want to strive

PROFILES
Self understanding and dimensions of personal growth

In 1963 "Profiles" were used by each adviser with each member in the group. These replaced the "Informal Conversations" described earlier. This is a very interesting approach to self understanding which led into goal-setting.

The Profile contains personality descriptions of boys and girls in grades 9 and 10. Separate forms have been prepared for boys and for girls. Four boys and four girls are described in each. Suggesting four personality types discourages the notion that there is one personality style toward which each student should be aspiring. The four descriptions have been prepared from actual statements taken from responses to a former tool of the Character Research Project called "Personality Descriptions."

If you will refer to the Profile form you will note that all descriptions are in terms of actual behavior and styles of behavior. For instance, it is said about Tina under the heading Home and Family "Her worst difficulties are helping the family willingly, and arguing over bedtime and getting home time." Tess is described under Community and Vocational Interests as "She wants to do something about substandard housing and teen-agers who get into trouble."

How to use

The Profile form, as included here, is intended for parents of 9th and 10th graders, however, with a few changes it can be used directly with teen-agers. It may be filled out in advance, or participants may be asked to do this project as a part of registration, or early in the training experience. A promising new approach is to ask parents and teen-agers to talk about and do the project together prior to the training program. This could encourage much needed communication between teen-agers and their parents.

It has been used in leaders schools as part of an orientation conversation of thirty to forty-five minutes between the participant and her adviser. Each person holds a copy of the form. The participant is given time to read each section and respond verbally to it in terms of how she sees herself. Reading out loud has also been shared between the adviser and participant.

During the process each participant identifies the portion of the descriptions which best fit her perceptions of herself. Alterations and additions to the descriptions are encouraged. The adviser explains how the Profiles may be helpful in goal-setting and suggests that the junior leader may find some particular area she would like to work on during the week. If she wishes to spend more time completing her Profile and tninking about it the junior leader may take it with her and return it later.

As might be expected girls who communicated the most easily and positively with adults responded the most enthusiastically to this opportunity to establish a relationship with their advisers.

This tool can also be used within small groups. After discussion of each section, time can be given for members to fill out their "Profiles." A column has been provided on the form headed "Evidence of Growth." This has been useful on the last day of the school program when the "Profiles" are returned to their owners. Each person is asked to comment on any changes he or she may feel have occurred, concentrating particularly on areas of major concern as reflected in personal goals set throughout the week. This kind of evaluation of progress through the week leads naturally into selection of take-home goals.

Longitudinal growth over a longer period of time can be observed by use of what has been described as the "rainbow design." Each year the same "Profiles" are returned to those who have filled them out previously. They are asked to use different colored pencils for each succeeding year. This longer term study seems best adapted to local training programs. It also provides a good follow-up to the school training program.

PROFILES *of* GIRLS

Senior I
(Grades 9-10)

(formerly Personality Description)

Date ____________

Student ______________________ Birth Date ____________ Grade ____
mo. day year

Mailing Address ______________________ City ____________ Zone ___ State ____

Group or Church ______________________ Church School Teacher ______________

Person(s) Interviewed ______________________________

* Optional: for Church or Group	
Father ____________	Mother ____________
Occupation ____________ Years in CRP ____	Occupation (past or present) ____________ Years in CRP ____
Education ____________ Birth Date ____________ mo. day year	Education ____________ Birth Date ____________ mo. day year
Church Activities ____________	Church Activities ____________
Social-civic-hobby Activities ____________	Social-civic-hobby Activities ____________

* Information in box requested of Family Challenge Participants.

USE OF THE PROFILES

This pamphlet contains a sample of behavior, thinking, and actions of four girls. We call this sample their Profiles. We call the four girls a Representative Class because they represent girls you might meet in any group at this age level. By comparing your daughter with these four girls, you can describe her total personality fully and accurately enough that you will be able to observe her spiritual and character growth.

INSTRUCTIONS

1. Complete the information on this page.
2. Turn the Profiles over and read the Outstanding Characteristics of the Representative Class members on page 6.
3. Now state the Outstanding Characteristics of your own daughter. Perhaps she resembles one of the Representative Class girls. Perhaps she is quite different. Underline any statement that is descriptive of your daughter, modifying it to give a more accurate picture of her. Additional descriptions should be written in the space below.
4. Fill in the diagram describing your home situation, which is also on page 6.
5. Turn to page 2 of the folder and modify each area to describe your daughter. Use illustrations if possible. Repeat this procedure on pages 3, 4, and 5.
6. In order to evaluate your daughter's growth at the end of a study unit or long-range learning experience, indicate any action you have observed that, in your opinion, is evidence of your girl's growth in each area.

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HOME AND FAMILY: Because her "crowd" offers her an opportunity to test her attitudes and interests, a SENIOR I GIRL may appear to be less interested in her family than is really the case. Her family can give her security which others cannot provide. She usually wants parental council and becomes frustrated when poor communication with parents prevents mutual understanding. While she may be intensely loyal to her brothers and sisters, she may resent their presence if it destroys an effect she is trying to test. She may be proud when her parents "won't let her" participate in activities of which they do not approve.

TINA'S family works and plays together, and discusses religion frequently. Tina used to argue with her sister, but found most problems could be solved by discussion. Her worst difficulties are helping the family willingly, and arguing with parents over bedtime and getting-home time.

TERRY'S family is together often, with little friction and much mutual respect. Terry believes problems which arise are caused more by her lack of skill in presenting them than by lack of parental understanding. They discuss problems informally, and worship together.

TESS and her family are together often. In spite of some sibling conflict, the family works very well as a team. They have a family council at which to discuss things and, as a group, attend church, have picnics, and entertain.

The members of **TRUDY'S** family vary in talents, ages, and interests. Each tends to go his own way. There is little real friction, but diversified interests tend to pull them apart. Her parents are not active in church and rarely discuss religion at home.

Senior I's Characteristics:	Evidence of Growth:

SOCIAL RELATIONSHIPS: Friends her own age are of prime importance to a SENIOR I GIRL. Unless she feels very insecure, she gets along with most people, including younger children and adults. Her social relationships may be profoundly influenced by her tendency to test her social roles in various situations. This may give her the appearance of having rapid personality shifts, being motherly as a baby-sitter, childish with a relaxed crowd, or very grown-up on an important date. Language, dress, and activity fads may seem vital to her.

TINA is a dependable follower in any group and gets along with almost everyone, although she does not like those who think they know all the answers. Tina is friendly and polite with adults; has had a few dates, mostly for school dances. She enjoys baby-sitting.

TERRY feels at home with adults, talks to them freely. Although fairly popular with peers, she feels unsure of herself with them. She feels more secure when she knows she can carry out some group activity very well.

TESS tries to help younger children, but prefers to be with those her own age. Loyal to her age group, she feels that most adults have wrong ideas about teen-agers and resents it when people raise their eyebrows over these "awful teen-agers."

TRUDY is friendly with most persons, old and young. She does not like opinionated people, and has difficulty understanding them. She enjoys young children and likes to baby-sit.

Senior I's Characteristics:	Evidence of Growth:

RELIGIOUS ATTITUDES: A SENIOR I GIRL tends to have an increased interest in learning about religion as such, even if she has childish notions that lead her to doubt the value of religion. When she does learn a Christian concept, she can be helped to test it in practice. Left to her own devices, she may accept religious ideals in theory only. She has a growing concern for the church; and her Youth Group is of prime importance to her.

The Youth Group is important to TINA. She enjoys reading the Bible and has a good understanding of religious concepts. She believes that personal prayers can help her find answers to everyday problems and contribute to her understanding of God's will.

TERRY'S approach to religion is practical. She enjoys her church school study program and feels responsible in her class. She tries to apply Christian attitudes in her daily living.

TESS likes discussions about different religions. The meaning of the Cross is difficult for her to understand, but she feels that Christianity is important and worth studying. She likes church, thinks her Youth Group is outstanding.

TRUDY has not thought too much about religion and does not discuss it with her family, although she would like to understand more about religious concepts and how to use them. She does not enjoy her Youth Group and cannot see that the group is accomplishing very much.

Senior I's Characteristics:	Evidence of Growth:

GROWING UP, COACHING, AND SCHOOL: Usually, a SENIOR I GIRL wants to learn from school, coaching, and even from gentle criticism. Except in rare cases, she has good study habits; even though she may have trouble settling down to work and occasionally dislikes a course because of the teacher. To her, being grown-up means making her own decisions. It is more desirable to teach her how to make decisions than to make them for her.

TINA is coachable and wants to learn. She feels reasoning instead of arguing is part of growing up. She likes most people at school and most of her courses. She is trying to overcome her prejudices by getting to know people better and knows she must work at settling down to her homework.

TERRY believes that being objective and taking criticism are a part of maturity. She is very serious about her schoolwork, and is concerned over the prejudice for "brains" and cheating. Her study habits are fairly good but she finds it difficult to budget her study time.

TESS thinks that willingness to do your share and not always insisting on your own way are signs of maturity. Her grades are about average, but she has a great deal of trouble with mathematics. She makes careless mistakes and does not concentrate adequately.

TRUDY thinks that ability to make wise decisions and accept coaching presented in an understanding way are signs of maturity. She has fairly good study habits and finds her classmates friendly and interesting.

Senior I's Characteristics:	Evidence of Growth:

EMOTIONAL ADJUSTMENT, SECURITY, AND SELF-CONFIDENCE: Worry concerning the opinions of others seems to characterize the emotional adjustment of a SENIOR I GIRL. Unless she is unusually secure, she will tend to become more upset over minor than major matters. In her family she feels secure enough to release her emotions. She cannot afford to show her emotions in front of her friends. She prefers to perform tasks that she can do well, especially if others will be observing her.

TINA becomes angry occasionally, but usually tries to hide her feelings until she can reach her room and have a good cry. She worries about what others will think of her, especially girls, and likes to do something she knows she can do well - such as acting or giving reports.

TERRY sometimes acts first and thinks later, but lately has tried to avoid trouble which might upset her. She allows little things to disturb her and becomes very irritated over unfairness to herself or to others. She feels confident in her school classes.

TESS sometimes argues when angry and other times merely remains quiet. Recently she has been able to talk things over more with her mother and not become upset. She is a leader and enjoys talking to people and working with them. She likes to speak before groups.

TRUDY has a quick temper which she is trying to control. She is more of a leader at home than at school. At home she feels she has a definite role in which she can help others. She likes to be a part of groups which do worthwhile things. She sometimes worries over problems and has difficulty making decisions.

Senior I's Characteristics:	Evidence of Growth:

IMAGINATION AND CURIOSITY: A SENIOR I GIRL tends to be more curious than imaginative. She is anxious to learn and to read for information. Even in art and drama, she will be more concerned with doing well than with being creative. Her greatest curiosity is about people, what they do and how they do it, what they think on issues relevant to her concerns, and how they react to her as a person.

TINA is fond of dramatics, has been in a few plays. She likes to look up facts about different subjects.

TERRY uses her imagination in designs and all phases of dramatic productions, from acting to lighting. She enjoys reading for information about all kinds of things.

TESS uses her imagination in art and is beginning to see how she can apply it in her relations with people. She is more curious about things she hears than about which she reads, and enjoys learning from a good speaker.

TRUDY likes to think up ideas for games and party decorations. She is more curious about people and why they act as they do, then about facts.

Senior I's Characteristics:	Evidence of Growth:

ACTIVITIES AND INTERESTS: A SENIOR I GIRL'S interests and abilities tend to be broad and to include more activities than she has time or energy to carry out. Her interests are turning toward cooking, sewing, and feminine careers in addition to her reading, outdoor activities, and sports.

TINA enjoys sports, sings in the school Glee Club, has a wide variety of reading interests. She does some science experiments but is not particularly interested in mechanical things and has no artistic ability.

TERRY enjoys outdoor activities, rather than organized sports. She especially likes reading, drawing, and designing. Making clothes and cooking are fun for her and she does fairly well in both.

TESS enjoys some sports and does a little reading, mostly about people. She is interested in decorating houses and designing clothes, and has taken special lessons in art. She loves to cook and sew.

TRUDY is not interested in sports, but enjoys outdoor activities. She plays the piano a little and enjoys group singing. She has done some work in ceramics and drawing, and likes to cook and sew.

Senior I's Characteristics:	Evidence of Growth:

COMMUNITY AND VOCATIONAL INTERESTS: Over-idealism tends to characterize a SENIOR I GIRL'S community interests. She can appreciate many ways in which her community can be improved but can see no practical ways to do anything about it. She is more concerned about problems of teen-agers than about adult-level problems, believing that teen privileges and recreation centers can solve most serious problems. Her vocational aims are usually idealistic. She foresees herself in a professional role more often than not, and pictures her marriage and family as more perfect than that of her parents.

TINA is in Y-Teens and several other after-school activities. She is very sincere about wanting to improve these groups and feels responsible for making the world a better place for all people. She hopes to become a nurse in a children's hospital.

TERRY belongs to several non-school activities. She would like to do something about prejudice and believes this is possible because of her efforts in school to get people to like each other. Terry would like to do research in chemistry.

TESS is becoming more aware of the events in her community and in the world. She wants to do something about sub-standard housing and teen-agers who get into trouble. Tess would like to be a social worker and feels that she could qualify for this kind of work.

TRUDY is becoming more aware of community problems, but is not sure what she can do about them. She is uncertain about her future vocation, but feels that it must involve helping younger children. She has worked with children and feels she is good with them.

Senior I's Characteristics:	Evidence of Growth:

6

OUTSTANDING CHARACTERISTICS: Unless she matures very late, a SENIOR I GIRL has achieved sexual maturity which frees her attention to define the kind of person she is. She tends to be characterized by conformity, both to what is right and to her peer groups. At times she may be frustrated when parents' and peers' standards do not agree. She tends to be serious about school and wants the groups to which she belongs to be important and appreciated.

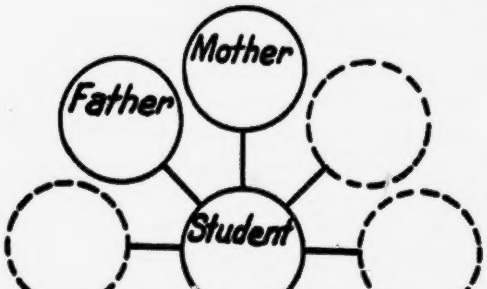
TINA is strongly motivated to do what is right. She likes to earn good grades at school, to have many friends, and is happy when others appreciate her help. She is trying to think more of others and less of herself.

TERRY wants to do well in school. She wants to be a good group member. She prefers to be an active group worker, rather than a passive member.

TESS is chiefly motivated to do things because she is interested and she wants to be dependable.

TRUDY is eager to help younger children. She enjoys groups which do things and likes the feeling resulting from a job well done.

Senior I's Characteristics:	Evidence of Growth:



THE HOME: In the broken circles write the names and ages of brothers and sisters and the names of other members of the household, including pets. In the blank space below, describe the student's relationship to each of these. For example, what does she admire most about her father? What things does she enjoy doing with him? What does she think of her father's vocation?

RATING SCALE
"The Leader I Want to Become"

In 1961 a self-rating scale entitled, "The Leader I Want to Become" was used to stimulate motivation toward personal growth. Participants were asked to go through three steps.

1. Identify the skills to be learned

   You will note that the scale identifies in simple terms specific human relations skills. It is assumed that a teacher or group leader to be effective will behave in these ways in relationships with students or group members. Items 9 and 11 are specific for junior leaders teaching or assisting in YMCA physical education programs.

2. Make your own self assessment

   Each person is asked to look at the skills in terms of how he perceives his own ability.

3. Choose personal growth goals

   From the self assessment a junior leader is asked to select those skills which he would like to develop in himself. (In the goal-setting process these are recorded on goal cards.)

Shared Learning

In the meetings of the small basic groups discussion of these skills and their usefulness was encouraged. Those who wished shared their selected goals with the others. Ways of trying to learn the skills in the training school experience were explored, and ideas were shared.

It was found a stimulus to the development of a learning climate and a personal benefit to the adult leaders when they were encouraged to go through the same process as the junior leaders in a spirit of mutual exploration. This changed the "telling" behavior of adults to shared-learning behavior. The "do what I say" way rather than the "do as I am trying to do" way has long been viewed as ineffective.

Observing change

On the last day of the school follow-up forms were used to observe change as perceived by the junior leader. Instructions were given to put telephone numbers instead of names at the top of the sheets in order to identify "before" and "after" responses.

Advisers to the small groups, instructors and leaders of classes and other groups and/or peer group members may also be asked to fill out similar forms on one another. This is helpful in checking self perceptions with perceptions of others.

THE LEADER I WANT TO BECOME

This form is designed to help you think about the leader you would like to become. Perhaps you will be able to make some progress in this direction this week.

Read each statement and put a "B" over the number which you think describes you when you are at your "B"est.

After you have completed the above, choose the two in which you would like to see some change in yourself. Draw an arrow above these indicating in which direction you would like to change.

1. Ability to listen to others in an understanding way.

0	1	2	3	4	5	6	7
low							high

2. Ability to get others to follow you.

0	1	2	3	4	5	6	7
low							high

3. Ability to use in a group the ideas of others.

0	1	2	3	4	5	6	7
low							high

4. Ability to encourage others to lead and to help the group follow them.

0	1	2	3	4	5	6	7
low							high

5. Ability to understand the feelings of others.

0	1	2	3	4	5	6	7
low							high

6. Ability to deal with conflict and antagonism in the group.

0	1	2	3	4	5	6	7
low							high

7. Ability to express warmth and friendliness in the group.

0	1	2	3	4	5	6	7
low							high

8. Ability to consider suggestions with which I do not agree.

0 1 2 3 4 5 6 7
low high

9. Ability to help others understand the purpose of the YMCA.

0 1 2 3 4 5 6 7
low high

10. Ability to help others want to improve their health.

0 1 2 3 4 5 6 7
low high

11. Ability to teach physical skills. (List the skills according to your teaching ability under the appropriate number.)

No skill	Some skill	Average skill	Much skill
0	2	4	7

Skills I have never taught but would like to learn to teach.

Adapted from National Training Laboratory Materials

SEMANTIC DIFFERENTIAL
Self perceptions and perceptions of others

In 1963 the "Semantic Differential," explained in detail in the next chapter, was used as an evaluation device. It proved to be a surprisingly useful tool for helping individuals understand the importance of their perceptions about themselves and how they viewed the world. After participants had filled out the perception forms entitled, "My Ideal Christian," "My Ideal Jew," "The Person I Would Most Like to Be Like," and "Myself" they were asked to place the onionskin forms headed "Myself" over each one of the other sheets. Following a study of the results each person was asked to formulate five possible alternative personal goals. (See page 159 for more complete instructions and for a copy of the forms).

GROUP PARTICIPATION BLANK
Identifying skills of individuals in a group

The "Group Participation Blank" used in 1963 engendered a good deal of enthusiasm. Several junior leaders asked if they could have copies to take home to their clubs.

The purpose of introducing this form was to help members identify group participation skills in themselves and in others. Complete instructions are given on the first page of the form. (See sample)

When finished, the results were returned to the adviser. Individuals who wanted to learn how others viewed them were encouraged to talk with their group advisers or participate in a discussion with their group members.

Code Number________

Group Number_______

GROUP PARTICIPATION BLANK

Reason for this Blank

This blank will give you an opportunity, as a group and as individuals, to explore how you function as a group, and how each of you performs and fits in as a group member. Actually none of us gives or receives very much information about how we react to others and are reacted to as group members. Most of us would like a lot more information to guide our participation as a member of each group we belong to. This blank provides an opportunity to experiment with the helpfulness of giving and receiving such information.

How it will Work

On the pages that follow you will be asked to make several observations about the membership performance of the other members of the group, and of yourself. These observations will be strictly confidential. From these blanks a summary sheet will be prepared for each of you, showing how the other members of the group (not identified) see your membership performance and the directions in which they would like to see changes in your performances. The actual blanks will be kept in a confidential file.

The group adviser may also be included, if he or she wishes, but members should have a choice of whether or not to rate the adviser as this is the person who will be preparing the summary sheets.

Instructions

You have a list of the names of the members of your group, and in front of each name is a number. Please use this number as a code number for that person in answering each of the questions.

Now find your code number and write it on the blank in the upper lefthand corner of this sheet. If there is more than one pilot group also indicate your group number.

Be sure to include everyone, yourself as well, in your answers to each question.

Work rapidly, making your judgments quickly.

Question 1: Amount of Participation in Discussion

Below is a five point scale going from "rarely speaks" to "very active talker." Use one of the blank rows for each member, putting his number under the heading that best describes his or her participation. Then from his number draw an arrow to the point on the scale to which you would like to see him change his amount of participation. The point of the arrow should show the amount you would like to see that member participate. If you feel the person's performance is "just right" as it is, then do not draw an arrow. See examples on first two lines.

Rarely speaks Mostly listens	Participates sometimes but not very much	About average on listening and talking	Active Participator	Very active talker, listens much less than others
36 →	→	→	→	
	←	←	41	

Note: Be sure you have included your own number, and show by an arrow how you would like to change.

Question 2. Kind of Involvement

Use same procedure as on previous question. Be sure to include yourself.

Concentrates mainly on the job and getting it done	Usually most interested in the job and getting it done	Shows interest in both job and feelings of group members	Usually most interested in feelings group members have about each other and the things they are doing together	Concentrates mainly on feelings group members have about each other and the things they are doing together

Question 3. Awareness of Feelings of Others

Use the same procedure as on the last question. Be sure to include yourself.

Very unaware of how others feel	Quite unaware of how others feel	Somewhat sensitive and somewhat unaware of how others feel	Quite sensitive to how others feel	Very sensitive to how others feel

Question 4. Reactions to Others

Use the same procedures on the following questions, always checking to be sure you have included yourself.

Very supportive group member	Quite supportive group member	Balances support and criticism	Quite critical group member	Very critical group member

Question 5. Sharing of Experience

Shares personal experiences very freely with the group	Shares personal experiences quite frankly with the group	Contributes examples from personal experience when they are especially relevant	Holds back somewhat from sharing personal experiences with the group	Holds back almost completely from sharing personal experiences with the group

Selected Content Presentations

During the first years of the program brief presentations to the total group preceded goal-setting in small groups. From our study of individual goals set in the 1961 New England Area School the following content was selected for 1962.

Reducing Our Fears

How our fears block reaching our goals and making new friends, as well as learning new skills, was explained. In a large group discussion a "scared list" was put on the board. It appeared to be useful to find out that everyone had fears of one sort or another.

The mastery of skills removes certain fears. The skill of making friends through remembering person's names was introduced. Trying to get to know as many persons as possible during the day by associating positive attributes to people's names was encouraged.

In small groups, members chose fears they were going to try to conquer, or skills on which they wanted to work during the week.

Seeing and Valuing Differences in Others

The richness which comes from individual differences was introduced through a presentation. It was pointed out that one measure of maturity is one's ability to see and accept differences. The exercise "Interesting Differences" was explained.

Interesting Differences*

Since arriving at Leaders School you have become acquainted with some new people. List below the names of five of these.

1. 2. 3.
4. 5.

Think about numbers 1, 2, and 3. How is one of these different from the other two? Just use words to describe differences.

1, 2, 3 -

Now think about the following groupings and for each of these tell how one is different from the other two.

2, 3, 4 -
3, 4, 5 -
1, 3, 4 -
1, 3, 5 -
1, 4, 5 -
2, 3, 5 -
2, 4, 5 -

Small groups met together following the exercise for discussion and setting goals for the day.

On the same day, in the evening, the film The Toymaker was shown. The film illustrates through the use of puppets how difficult it is for us to accept people who appear to be different from ourselves, but how this can be accomplished. The film is available through the National Conference of Christians and Jews. It is very effective and has been used several times.

Problem Solving

Three problems junior leaders may face were outlined for work in small groups. The first dealt with how to choose time priorities in a busy schedule. The second concerned putting on too much weight. The third presented a younger children's class situation, for which the junior leader was responsible, in which one shy child was always left out.

Problem 1

Joanie had every intention of continuing to serve as a junior leader when she started to go to Franticside High School.

During the first week there was a big freshman picnic where she learned about all the kinds of groups she could join at school. Each one sounded better than the last and besides, the more groups you belonged to, the more times your picture would be in the Franticside Flash, the big school annual.

Then came the homework--hours of it.

Chores around the house continued as usual.

Baby-sitting opportunities increased.

Sunday morning church time rolled around before the night was over.

Then there was Johnny. He was the one boy for Joanie. Soon they were going steady. "All the kids" did, and life was great.

Or was it?

- - - - -

What was the problem?

Is it important to solve this problem? If so, why?

If this were your problem how would you solve it?

How could your junior leaders club help?

From this discussion, would someone be willing to finish the story?

Problem 2

Mary was about to enter junior high school. She was growing up, but, worse luck, she was also growing out. Each day she read a glamour magazine, then looked into her mirror and was most unhappy. This business of putting on weight seemed to be affecting her whole life. She asked if she might become a junior leader at the 'Y'.

- - - - -

As a member of her junior leaders club how do you think the club might help Mary solve her problem?

First, does Mary really have a problem?

If so, why does she have this particular problem?

What can Mary do to solve it?

What can her club do to help?

Problem 3

Lora was always on the outside looking in. Her mother took out a 'Y' membership for her and made sure she attended every tumbling class. But obviously Lora didn't want to. When the girls lined up at the end of the tumbling mat she always managed to be last. When free practice time was allowed Lora just sat.

- - - - -

From your experience with girls who do not seem interested in participating what do you think Lora's problem might have been?

Describe in greater detail a similar problem you have faced.

How could this problem be solved?

What could you do as a junior leader?

How could others in the class help?

Accepting Feedback - The Johari Window

A short explanation of the importance of feedback was explained through the use of the Johari Window* concept:

I What I know about myself	II What you know about me
III What We both know	IV What neither of us knows

It was explained that the more I am able to share about myself the more others will know and be able to feed back to me that will help me better understand myself and my relationship with others. Window III is the one to be expanded.

Helping Others Achieve Goals Important to Them

A presentation was given on the importance of being able to relate to others and have concern for them. Various kinds of love were described: Eros philia, agape.

Halves of pictures were passed out as a method for finding partners. Working in twos, each person was asked to help the other choose a goal and accomplish a step toward it. At the evening session when each girl evaluated her progress she answered the questions:-

How did my partner help me?

How did I help her?

How did I feel about helping her?

How did I feel about the way she helped me?

How could we have been more helpful?

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* Adapted from National Training Laboratory Materials

Human Relations Skills Training

The Southwest Area and the New England Area Plan

Though several approaches to human relations training had been used in the New England Area School to stimulate the goal-setting process it was not until 1963 in the Southwest Area School that human relations training became a major emphasis in the "Leaders Unlimited" program.

In 1964 both the Southwest Area and the New England Area allotted increased staff time and attention to training in human relations skills. Schools defined their objectives as:

Helping junior leaders to become more effective persons through greater self understanding and
Teaching junior leaders the skills of relating to and becoming mutually helpful to others.

Human relations skills included learning to listen, to communicate, to express feelings.

Participants in the Southwest Area School were placed in coed basic groups according to age levels from 14 years to 17 years. These groups remained together for one hour of human relations training in the mornings, physical and recreational skills training during the day, and goal-setting at the end of the day.

The first year in the Southwest Area physical directors gave leadership to the entire program. In 1964 and 1965 additional staff was recruited to conduct the human relations training. These staff members were provided with a variety of tools for work with their small groups such as the following:

DECISION MAKING AND GAINING GROUP CONCENSUS
- "A Fable" page 69
- "Decision Making - Agree-Disagree" page 70
- "The Complex Issue" (boy-girl relations) page 71
- "Regional City Public Schools" (the potential dropout) page 72
- "Decision Making " (behavior of a club president) page 74
- "Group Interaction Design" (concerns around women teachers) page 76

COMMUNICATIONS
- "How Are You At Following Directions" page 77
- "One-Way and Two-Way Communications" page 78

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* Human relations training tools were provided by Louis E. Hall, Associate, Southwest Area Council YMCA.

EXPRESSIONS OF FEELINGS
- "Group Member Reactions" page 83
- "Group Feelings" (beginning of session - end of session) page 85
- "My Feelings" page 86

DEVELOPING AN EFFECTIVE GROUP
- "The Three-Legged Stool of Group Function" (task, maintenance, individual needs) page 87
- "The Disappointed Chairman" (how to work with committees) page 88
- "Characteristics of an Effective Group" page 90
- "How Well Do You Work in a Group" page 91
- "Group Growth Scales" page 92
- "Evaluation Form" page 94

EVALUATION DEVICES WITH TRAINING IMPLICATIONS

Evaluation devices administered in the small groups also had training potential. These include:
- "Your First Impressions (a sentence completion device which identifies feelings) page 95
- "My Perceptions" (a scale for checking how I perceive 'myself,' 'adult leader,' and others in the group) page 97
- "How I See the Members of My Group" (descriptions of types of persons) page 98
- "What Do You Think" (problem situations which a junior leader may have to face) page 102

A FABLE

An anthropoligist, lost in the Amazon, came upon three local tribesmen. The men were standing in very muddy water, fishing. The river had several branches.

By their dress, it was clear that the men were members of one of two local tribes --tribes whose dress and physical features were identical. One of the tribes --the Orange Foot Tribe--had only two distinguishing characteristics: 1) their feet were Orange, and 2) they always told lies; their laws forbade telling the truth. The other tribe--the Green Foot Tribe--had the opposite characteristics: 1) their feet were Green, and 2) they always told the truth; their laws forbade telling lies and they could be completely depended upon to obey their laws.

The anthropolologist knew that the local customs prohibited their moving out of the muddy water while performing their fishing duties to their villages. He also knew that they could tell him which of the several branches of the river would lead him to his goal. Their standing in the opaque waters,however, made it hard to know which man would give him reliable information.

Seeking to conform to local customs, but also to get the directions he needed, the anthropologist hit upon a method of identifying the trustworthy informants, if any, among the three.

He asked the first man, "What color are your feet?"

The man responded, but so handicapped was he by a speech impediment that it was not possible to understand what he said.

Turning to the second man, the anthropologist asked, "What did he say?"

"He said his feet are orange", the second man responded.

Turning then to the third man, the anthropologist asked, "Did the second man tell the truth?"

"No", said the third man, "He did not!"

With this information, the anthropologist was able to identify one reliable (Green-footed) informant among the three.

1. Which of the three was it?
2. How did he know?
3. What did he know about the reliability of the other two men?

Procedure:

1. Each work group divide into cluster groups of three each.
2. Each small group spend 10 to 15 minutes working on the 3 questions.
3. Report back to total group.
4. Reach a consensus if possible.
5. Discuss how you were able to make a total group decision? Who assumed leadership roles? How was the final decision made? Were all group members involved in the final decision? How does the group feel about this exercise?

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DECISION MAKING

AGREE - DISAGREE

Try to agree or disagree unanimously with each statement as a group. Check whether you agree (a) or disagree (d) with each statement. Try to discover the reasons for disagreement. If your group cannot reach a unanimous decision, put a question mark (?). Take thirty minutes to complete this form as a group.

( ) 1. All group members should have a primary concern to establish a feeling where all feel free to express their opinions.
( ) 2. Autocratic methods may be necessary to reach democratic objectives.
( ) 3. Open criticism of questions should be done by members.
( ) 4. Conflicts should be avoided in group meetings.
( ) 5. Time is wasted in talk when everyone in a group is considered before decisions are made.
( ) 6. Better decisions can be made by having an individual responsible rather than a committee.
( ) 7. A leader doing his best should not be criticized openly by a group.
( ) 8. There comes a time when democratic methods must be abandoned in order to solve practical problems.
( ) 9. Friendly but firm authority should be exercised by the leader if a group really wants to accomplish something.
( )10 . An average person when reaching maturity finds it almost impossible to increase skills in group sharing.
( )11. Sometimes feelings need to be ignored in order to reach a group decision.
( )12. If you think something is right, it is necessary to change others even if they object.
( )13. It is more important in the long run to use democratic methods than to achieve necessary results by other means.
( )14. Often there are occasions when an individual as part of a group needs to do what he thinks is right regardless of the group decision.
( )15. Individual freedom is more important than loyalty to a group.
( )16. When a group can't make a decision, the leader should give the answer.
( )17. The most successful training program is one where the leader draws on his experience to define the problems to be discussed.
( )18. Someone in a group should assign members to various jobs rather than waiting on volunteers.
( )19. Almost everyone can learn the skills necessary for leadership.
( )20. Member planning of meetings tends to be more efficient than those planned by the leader.
( )21. Leadership should be distributed among members rather than being carried by one person.
( )22. Groups to work effectively must have assigned leadership roles.

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THE COMPLEX ISSUE

SUMMARY OF CASE NO. 41 B NAMES: Mary James
Ron Stone

Mary and Ron date each other frequently but do not go steady.

Mary is one of four children, and her family is a happy one. Her father is a high school teacher. Her mother is a nurse and works part time. Mary is a sixteen-year-old, attractive senior in Scott High School.

Ron is an only child. He lives with his father and stepmother. Ron's mother died when he was twelve yearls old. Ron's father remarried last year. Ron is eighteen years old and and has dropped out of school. He is not working. Both his father and stepmother work from 3:00 p.m. to 11:00 p.m., so Ron has the house to himself each afternoon and evening, except Sunday. Now and then he has friends visit in his home.

Ron got a job when he was sixteen and quit school in the ninth grade. Unfortunately, he only held his job for two months when he was fired for arguing with the shop foreman. He has not worked since. Mr. Stone doesn't want to push his son.

Mary has been encouraging Ron to get a job and go to night school to finish his high school education. Ron thinks it would be too difficult, and almost impossible.

Ron wants Mary to go steady with him and not to date other fellows. He promises to get a job and work hard if Mary will only agree "to be his girl".

Mrs. James worries about the realtionship between her daughter and Ron. Mr. James trusts his daughter and thinks his wife should not worry, although he, too, believes that Mary is "better" than Ron.

Mary would enjoy going steady with Ron but she has some real questions about doing this.

Ron feels Mary is the only person who really understands him and he eventually would like to marry Mary or someone much like her.

CONCERN WITH CASE NO 41 B

What decision or decisions should be made by the individuals in the case?

______1. Let Mary and Ron work out their own problems.

______2. Mr. and Mrs. James should try to get Mary interested in other boys.

______3. Mr. and Mrs. Stone should make Ron get a job or join the Armed Services.

______4. Mary should have faith in Ron and agree to go steady with him.

______5. Ron should "find" himself and not expect Mary to "give in" to him.

______6. Parents of both families should get together to work out a solution.

Regional City Public Schools

Summary of Case No. 217 Name: Johnny Rocco

Johnny is the third child in an Italian family of seven children. He says that he has not seen his Father for several years. His only recollection of his Father is that he used to come home drunk and would beat up every member of the family. Everyone ran when Father came home staggering. Mother, according to Johnny, has not been much better. She is constantly irritable and unhappy. She has always told Johnny that he would come to no good end. She has had to work when her health allowed her to do so, and has been so busy keeping the family in food and clothing, that she had had little time to "be the kind of Mother she would like to be."

Johnny began to skip school in the seventh grade. He is now in the ninth grade and is having great difficulty in conforming to the school routine. He seldom has lessons prepared, often misbehaves in class, is often a truant, and has been in a number of fights with schoolmates in the past year.

Two years ago he was caught stealing from a local variety store. Since that time he has been picked up by police for stealing, destruction of property, and for being on the streets at a very late hour. Police have spotted him as a "bad one."

The Court has dealt with the matter by appointing a "big brother" to care for Johnny. The man, Mr. O'Brien, has brought the first semblance of discipline into Johnny's life. Through Mr. O'Brien, Johnny obtained a job running errands in a grocery store. Thus far, he has worked well on the job, although he complains that his boss is too strict.

One teacher has great appeal for Johnny. She teaches English. He says that she is the only kind and thoughtful person he has known and that he would do anything for her. Despite this statement, Johnny has not shown good work in her classes. He apparently spends most of his time in English class in some sort of day dream. The teacher has had very little contact with Johnny outside of her class.

Next year Johnny will be in Senior High School. This will make it possible for the school system to make counselling services available for him. The schools do not provide professional help for students in Junior High School or below. The school principal has been attempting to deal with Johnny for the past two years.

In the Senior High School a number of things may be done, or arranged, for Johnny. A well organized program of study fitted to Johnny's abilities and interests can be developed. It is also possible to have Johnny put into a foster home, through the help of the State Children's Institute or to have him commited to the State Vocational School for Boys.

What plan the School System will follow next year, of course, depends upon how Johnny behaves in the next few months. In general the schools want to follow policies which are accepted by the citizens of the community

It is important to note that Johnny is not an attractive child, is weak and sickly, and shows signs of malnutrition.
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Regional City Public Schools

Action of Case No. 217 Name: Johnny Rocco

What kind of attention should the public schools try to arrange for Johnny?

_____ 1. Give Johnny very much love, warmth, and affection so that he learns he can depend upon others, and that they will protect him, and overlook his misbehavior.

_____ 2. Give Johnny understanding treatment of both his personal and his family difficulties, based upon careful diagnoses; so that Johnny can learn to deal with his problems with the help of others when he needs it.

_____ 3. Help Johnny's Mother to set up a more wholesome family life.

_____ 4. Give Johnny impersonal attention in an orderly routine, so that he can learn to stand on his own feet.

____ 5. Give Johnny a well-structed schedule of daily activities with immediate and unpleasant consequences for breaking rules.

____ 6. Provide strict control over Johnny's activities and immediate attention to misbehavior so that he will learn adult standards for behavior.

____ 7. Create very strict and very strong controls over every event in Johnny's daily life, together with immediate and strong punishment for misbehavior

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DECISION MAKING

RANK ORDER

Your task as a group is to rank the eleven following statements that might describe the behavior of a Leaders' Club President.

To do this, place a "1" in front of the statement that is the most important characteristic of a good Leaders' Club President; place a "2" in front of the next most important characteristic, etc. Place a "11" in front of the statement least important.

YOU MUST WORK ON THE TASK AS A GROUP.

You may organize for work in any way that you wish as long as you work as a total group. Reach some kind of a group dicision on as many of the statements as you can.

You have 15 minutes to work.

a.______She is free with praise for members who work hard.

b.______She never criticises a member in front of others.

c._____ She tells the reasons for the dicisions she makes.

d._____ She encourages constructive criticism by members.

e._____ She calls frequent meetings of members to inform them.

f.____ She consults with other officers before making decisions.

g._____ She plays no favorites among members.

h.______She "mixes" socially with all members of the Club.

i._____ She delegates responsibilities to others.

j._____ She is a leader in high school.

k._____ She attends church regularly

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OBSERVATION SHEET

You are to watch the members of the group working on the task of identifying good president characteristics for your own learning. Use these questions as guides as you observe:

1. Was there a clear understanding in the group of the assignment?

   Yes_____No_______Why?________________________________

   ____

2. How did the group organize to work at the task?

   ____

   ____

3. Were group members clear as to how decisions were to be made?

   Yes_____ No_____ Why? _____ __________________________

   ____

4. How were decisions made? By one or two members?___________

   By voting?_____By common agreement?_____Other ways?_________

5. What were the blocks to making decisions?

   ____

   ____

6. What were the supporting factors in making decisions?

   ____

   ____

7. Do you think all the members in the group would support the decisions that were made?

   Yes____ No_____ Why?__________________________________

   ____

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GROUP INTERACTION DESIGN

An assumption underlies our suggestions for the first hour of this session.

> Most of the youth delegates are working at the problem of group membership, testing the group climate and norms, and wondering how they ~~fit into~~ the training group.
>
> This session can be helpful if it increases interaction and self-exposure, which the adult leader can use to illustrate the importance of membership inclusiveness.

Therefore:

> We are proposing discussion based upon some "real'life" hypothetical situations. Each is concluded with the question, "What would you do?" And "Why"

Procedure:

1. Explain the purpose of the session and how you will proceed.
2. Read one of the hypothetical situations. Then ask the group to respond to the questions --What would you do? Why?
3. Help members: -
    - a. To identify conflicting values.
    - b. To examine the basis for their values.
    - c. To consider their reactions to members who hold different values.
4. You should feel free to make any observations or interventions that you believe will help members accept those persons who differ from themselves.
5. When you feel that the first hypothetical situation has produced maximum benefit, proceed to the second. You may not need to use both situations.

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HOW ARE YOU AT FOLLOWING DIRECTIONS?

(Just concentrate, but remember you only have three minutes)

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper right hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "yes, yes, yes".
9. Put a circle around each word in sentence 7.
10. Put an X in the lower left hand corner of this paper.
11. Draw a triangle around the X you just put down.
12. On the reverse side of this paper multiply 703 by 9085.
13. Draw a rectangle around the word "paper" in sentence 4.
14. Call out your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have".
16. On the reverse side on this paper add 8,950 and 9,580.
17. Put a circle around your answer. Put a square around the circle.
18. Count out loud in a normal speaking voice from 10 to 1.
19. Now that you have finished reading carefully, do only sentences one and two.

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ONE-WAY AND TWO-WAY COMMUNICATION

Purpose of Exercise:

To demonstrate the differences between one-way and two-way communication between persons; and, thus, point out the advantages of shared conversation in building understanding.

Design to be Used:

A. The adult leader describes the work assignment to her group as an exercise to show the difference between one-way and two-way communication:

> "One-way communication gives no chance for 'listeners' to share in conversation"
>
> "Two-way communication gives opportunities to 'listeners' to share in conversation"

B. The adult leader asks for a volunteer in her group who would like to try to communicate to other members of the group in both one-way and two-way connunication.

C. The adult leader asks each group member to take a blank 8½ x 11" sheet of paper and then she explains the ground rules for first task as follows:

1. "Mary Smith" is going to give you directions for reproducing a simple geometric design.
2. She will give you the best directions she can, as clearly and as complete as possible, taking as much time as is necessary. She will use only verbal communication and she will judge how much time is needed for the group to draw the design she describes.
3. The volunteer will not face the group so she cannot see your reactions to her comments. No one in the group is to talk, laugh, giggle, or in any way give any reaction to what is being described. Do not share your drawing with others in your group.
4. Try to draw the geometric design as accurately as possible from the verbal description given.
5. Adult leader asks for any questions for clarification of job to be done.

D. Volunteer then describes the geometric design and the group members try to reproduce.

One-Way and Two-Way Communication (cont'd)

E. Adult leader keeps the following information:

1. Time taken for this group task.

2. At completion, asks group how many think they have drawn the design described. Keeps this number.

3. Ask each member to write on her sheet of paper how she feels about this one-way communication - Highly Satisfactory - Satisfactory - Dissatisfactory - Highly Dissatisfactory.

4. Ask members to turn sheet over and not to look at it.

F. Adult leader explains ground rules for second task as follows:

1. "Mary Smith" will now give you directions for reproducing a second geometric design.

2. This time she will again give you the best directions she can, as clearly and as completely as possible, taking as much time as is necessary. This time, however, at any time, any group member may ask questions for clarification, explanation, repetition and the volunteer will try to answer. Again, only verbal communication can be used. No one may use her hands to show what she is describing. Do not share your drawing with others in your group.

3. Again try to draw the geometric design as accurately as possible from the verbal sharing.

G. Volunteer then describes the geometric design and the group members try to reproduce.

H. Adult leader keeps the following information:

1. Time taken for this group task.

2. At completion, asks group how many think they have drawn the design described. Keeps this number.

3. Ask each member to write on her sheet of paper how she feels about this two-way communication - Highly Satisfactory- Satisfactory - Dissatisfactory- Highly Dissatisfactory

I. Adult leader shows group Design No. 1 and No. 2.

J. She then tabulates actual number who reproducted accurately Design No. 1 and Design No. 2.

ONE-WAY and TWO-WAY COMMUNICATION(cont'd)

K. List on board for #1 and #2:

1. Number who thought they had design.
2. Number who actually had design.
3. Time required for each.
4. Feelings of satisfaction/dissatisfaction.

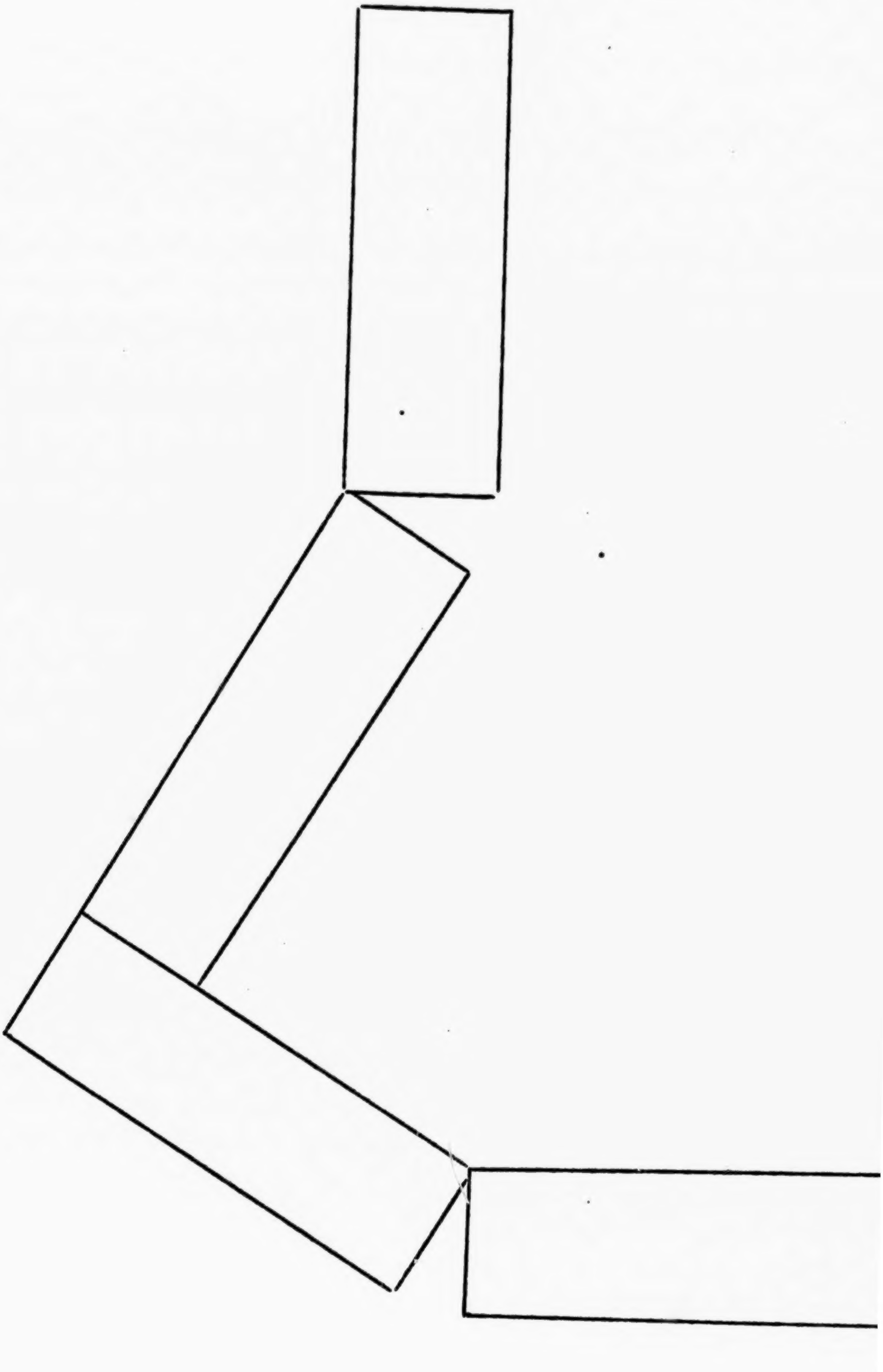
L. Adult leader then helps group members to discuss and share learnings from this exercise. Some suggested areas might be:

1. What did the volunteer feel during the two separate tasks - ask her?
2. How did group members feel?
3. What about the time factor under the two conditions?
4. What about the degree of accuracy?
5. What does this say about communication in more difficult tasks which include complex ideas like "democracy", "honesty", "Christian-brotherhood", etc.?
6. What about participation of group members?

LEH/64

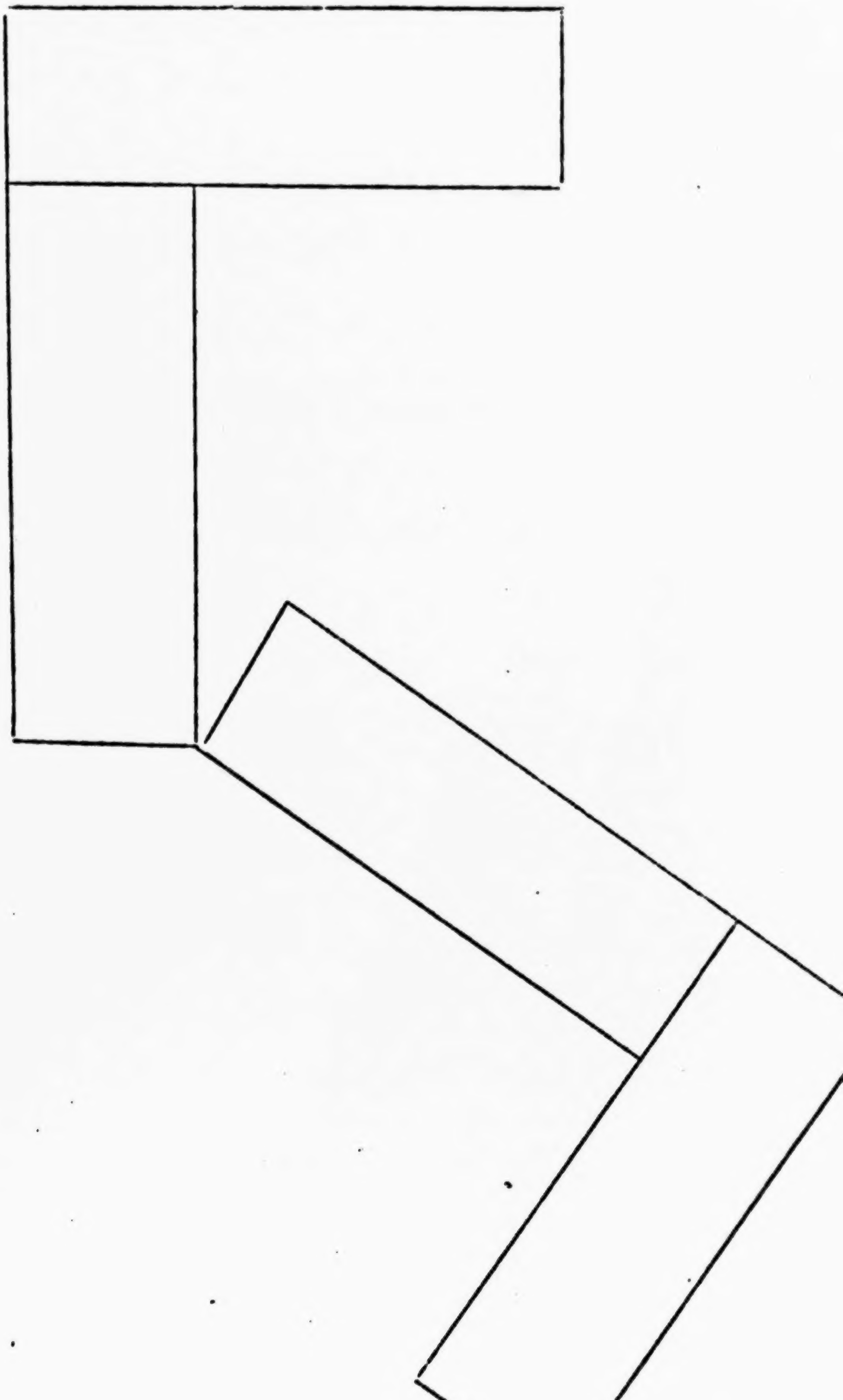
ONE-WAY COMMUNICATION

Design #1



TWO-WAY COMMUNICATION

Design #2



GROUP MEMBER REACTION

Beginning of Session

Below are ten statements. Read each one carefully. Then in the space to the right indicate by a check (X) how you feel about each statement.

As we begin this session, how do you feel about your membership in this group? (Check all of the following that apply to you).

	I feel this -		
STATEMENTS	very much	not sure	not at all
1. I feel good. This group should be very interesting.			
2. I'd rather be in one of the other groups.			
3. I don't really care which group I'm in.			
4. I wonder what we are going to do here?			
5. I'm a little uneasy. I wonder if other members of the group will really like me?			
6. I believe I'll be one of the key members of this group.			
7. I wish I had stayed at home.			
8. I think I know what we'll be doing in this group.			
9. Members of the group probably won't pay much attention to me.			
10. This is going to be a terrific group. I wouldn't want to miss being a part of it.			

LEH/64

GROUP MEMBER REACTION

End of Session

Below are ten statements. Read each one carefully. Now that this session is about over will you check (X) again how you feel about these ten statements?

STATEMENTS	I feel this -		
	very much	not sure	not.at all
1. I feel good. This group should be very interesting.			
2. I'd rather be in one of the other groups.			
3. I don't really care which group I'm in.			
4. I wonder what we are going to do here?			
5. I'm a little uneasy. I wonder if other members of the group will really like me?			
6. I believe I'll be one of the key members of this group.			
7. I wish I had stayed at home.			
8. I think I know what we'll be doing in this group.			
9. Members of the group probably won't pay much attention to me.			
10. This is going to be a terrific group. I wouldn't want to miss being a part of it.			

List the two (2) members in your group who were most helpful:

1.____________________________

2.____________________________

List the two (2) members in your group you would like to know better:

1.____________________________

2.____________________________

LEH/64

GROUP FEELINGS

Use at beginning and again at end of the session.

(1) These are my feelings about my group

"Most of our members have been participating and giving good ideas. Some have not had a chance to get "in". All of us are pretty well liked and accepted."

(2) These are my feelings about my group

Man, the adults sure pull the strings in my group. I feel that I am not important when it comes to making real decisions. Some of the kids are really "bossy" too."

(3) These are my feelings about my group

"The members in our group can't tell people how they really feel about each other because we all want to be well liked. I wish I could tell some of the members that they "bug" me. I wonder if I should ever express my real feelings to people?"

LEH/64

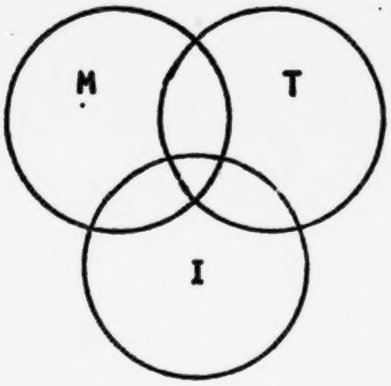
MY FEELINGS

Below are several statements. Read all statements before checking (X) in the appropriate column your feelings about each statement.

	I feel this		
	very much	now and then	not at all
1. Girls usually show more tenderness than boys.			
2. If I show emotions, it is a sign of weakness.			
3. I can hide my feelings if I try hard enough.			
4. If my feelings are hurt I should act as if nothing has happened.			
5. Boys can show anger more easily than girls.			
6. If I want to be liked I shouldn't let people know when I'm angry or annoyed.			
7. I find it hard to trust other people with my true feelings.			
8. I often want to tell people how I feel.			

LEH/1964

THE THREE LEGGED STOOL OF GROUP FUNCTION



Group Functions - Every group operated on three levels, although our usual experience and frame of reference makes us aware of only one of these. These levels are:

A. Task Level: Every group has some task confronting it, and most groups in our experience exist primarily for carrying out a task. A task consists of whatever it is that the group has been organized or designated to do. Most groups in which we are involved are primarily conscious of the task need, and seem to operate mainly on this level.

B. Maintenance Level: A group consists of a constantly changing network of interactions and relationships between persons. A group, therefore, has a growing awareness of itself as a group, and it is faced with the need to maintain the interactions and relationships within it in some genuine "working order" if the task is to be accomplished. This is the morale factor in groups.

C. Individual Need - Meeting Level: Every group is composed of individuals, each of whom brings to the group individual needs which impinge upon the group and its task. These needs range from the desire for comfortable chairs to the need to "show off". It is at this level that we are most apt to be found wanting for individual needs are frequently screened behind the task drive of the group and/or well developed behavior patterns. Many a group has floundered because the individual needs have remained beneath the surface.

As a group operates in balance on these three levels, so it shows itself to be an efficient and mature group. As one or more of these levels is neglected, so its efficiency is impaired and its growth thwarted.

LEH/1964

THE DISAPPOINTED CHAIRMAN

Summary of Case No. X14

Name: Sue Johnson

Sue Johnson was overwhelmingly elected by the students of Kickapoo High School to be the social chairman for the school year 1963 - 1964. This job was considered by the students to be a very choice and responsible position, next to the student presidency itself. The social Chairman's responsibilities included the organization of the social committee, the planning of all social events for the year and the overall direction and supervision in the implementation of these plans.

Sue was delighted over her victory, after a very long and tiring election campaign battle, and expressed this delight enthusiastically both verbally and by her initial organization efforts. She spent days conscientiously and exhaustively analyzing her new responsibilities, possible problems, people to select for her committee, etc. Furthermore, she formulated both short and long-range plans and included in the planning of each social event extensive details as to when the event was to take place, where, who was going to take charge of arranging for the dance band, refreshments, etc. and what kinds of activities were to be included.

Sue enthusiastically and thoroughly presented her ideas and plans to her carefully chosen members of the social committee. They were all impressed by the preparation and the extensiveness of the plans. It appeared to most everyone that things were off on the right foot and that the school could justifiably anticipate a very full and enjoyable social program.

Two months later Sue was in a state of near panic. She couldn't understand what had happened. The first party had succeeded so well; but it was now the time for the fall Formal and no one seemed to be carrying out their responsibilities. Sue had to continuously follow up on every assignment and even work out many of the minor details herself.

In addition, many of the committee members fell short of the original planning and Sue was practically spending her entire time, to the neglect of her studies, checking up, calling members regularly on the phone, calling additional committee meetings, etc., in order to find and resolve the problems. Eventually the committee meetings themselves were not attended by all members. Tardiness was frequent. Some members expressed liking and admiration for Sue's devotion and energy, but still requested other assignments.

Sue became terribly despondent and couldn't understand, as she expressed it, "Why aren't they as enthusiastic as I am about our wonderful social program? Why is it that just a few of us do all the work, and the others won't help at all?"

The student president was very concerned over the problem. He was anxious for the fall Formal to be the outstanding social event of the semester. He also felt that it was important for Sue to enjoy the personal satisfaction of directing a successful dance. In addition, he felt that something should be done to encourage the other students to work on the dance committee, so that next year there would be a group of experienced leaders to carry on the tradition of the fall Formal. He considered Sue one of the most devoted, enthusiastic and efficient members of the student council and was anxious to help her solve the problem.

CONCERN WITH CASE NO. X14

1. What is the source of Sue Johnson's difficulty?

2) What course of action should the student body president take to help remedy the situation?

3) What would you do if you were Sue Johnson?

LEH/64

CHARACTERISTICS OF AN EFFECTIVE GROUP

How Our Group Rates

	Excellent	Good	Average	Poor	Very Poor
1. Every group member accepts every other member with a due appreciation of his strengths and a tolerance of his quirks and weaknesses.					
2. There is an easy familiarity of approach among the members of the group with an awareness of one another's backgrounds and viewpoints.					
3. Everyone concerned with a particular decision actually helps to make it.					
4. The contribution of each person is recognized.					
5. The group has a sense of being rooted in some important tradition and of providing continuity for a program which has been and continues to be of importance.					
6. The whole attitude of the group is forward-looking, and there is a confident expectation of growth and development in the program.					
7. There is a clear definition of responsibilities so that each person knows what is expected of him.					
8. The members of the group can communicate easily with one another.					
9. There is a capacity to resolve dissent and discord or, if it cannot be resolved, to keep it in perspective in terms of larger purposes.					
10. There is acceptance of and conformity to a code of behavior, usually involving courtesy, self-discipline and responsibility.					

LEH/1964

HOW WELL DO YOU WORK IN A GROUP?

Do you believe that you are so effective in working as a group member that you couldn't improve? If so, you may be wrong! Most of us can improve. Here are a few questions and suggestions that may be useful in analyzing your own habits of group work. You might try rating yourself low, medium, or high on the following questions:

Low	Medium	High	
___	___	___	Do I show that I'm more interested in what I can do for the group than in what it can do for me?
___	___	___	Am I willing to listen to the opinions of others in group discussions and try to understand viewpoints differing from my own?
___	___	___	Do I help a group keep to the point under discussion without encouraging things that are beside the point?
___	___	___	Can I help a group hold on to important ideas and principles?
___	___	___	Do I know how to help a group work out compromises when necessary without sacrificing principles?
___	___	___	Am I democratic in my methods and expressions as well as in my basic beliefs?
___	___	___	Am I willing to work following a group decision that doesn't agree with my own ideas?
___	___	___	Do I work well with adults in their own groups and when they join in meetings with youth?
___	___	___	Do I work well with youth who have background different from mine?

LEH/64

GROUP GROWTH SCALE

Check the place along this scale which you believe most characterizes your group. The checks may be joined by a line to form a group profile.

	LOW	TRYING	SOME PROGRESS	GROWING	HIGH
1. Goals are clear - they were set by the group and are sought by the members.					
2. Members say what they really mean - they express ideas and feelings accurately and honestly to the group.					
3. Members listen and understand each other - they examine important differences and build on contributions.					
4. Ideas and problems are treated objectively - they are clearly defined and divorced from personalities.					
5. Decisions are based on relevant data - these may be facts or feelings but they are recognized for what they are. Group consensus is sought rather than formal vote.					
6. Leadership roles are widely distributed - members take functional roles effectively and responsibly.					
7. Participation is wide-spread. Even though it might tend to focus in a single meeting, this same group would not dominate each meeting.					
8. Group standards support productive work. The members accept responsibility for maintaining a relaxed yet working group. No single person or group of persons are the key to group controls.					
9. Evaluation is common practice. The group looks at itself and its behavior seeking to improve its performance.					

	LOW	TRYING	SOME PROGRESS	GROWING	HIG
10. Members have high acceptance in the group. There is a genuine feeling of warmth and acceptance of all members.					
11. Members are attracted to the group. The group has high value for all the members. They are loyal to the group and enjoy the meetings.					
12. Members feel secure and safe in the group. They are respected as persons. They feel free to express their fears, desires, or concerns even though they may be a minority.					

SWLS, 1964

EVALUATION FORM

(Draw a circle around the appropriate answer)

1. What did you think of this type of work group experience as compared with others you have attended?

   Average A Little Better Much Better Not As Good

2. Did the work group experience measure up to your expectations?

   I Guess So Don't Know No Yes

3. Were the information sessions helpful?

   Very Much Perhaps Doubt It Somewhat

4. Would other high school students benefit from work groups like these?

   Definitely Of Course Maybe No

5. Were you able to learn anything about yourself?

   Who? Me? Absolutely Some Nothing

6. How did you feel about the work group leadership?

   Unfavorable Most Favorable Favorable Somewhat Favorable

LEH/64

YOUR FIRST IMPRESSIONS

Please do not turn the page until you receive instructions to do so.

On the next page you will find 13 incomplete sentences. Complete each sentence by writing the first thing that comes to your mind. This is important. Your completion may be as long or as short as you like it as long as it represents your first thought.

If you are stumped and nothing comes to mind, check that item and move on to the next. Then when you have completed the others, go back and complete any that you have checked.

Do you understand the instructions?

Are there questions?

Group Name______________________________

My Name_________________________________

Date______________________________________

WHO AM I?

HOW AM I DOING?

WHERE AM I GOING?

(Please complete the following sentences.)

I really feel good when

When others say things with which I disagree I

When I really need help I

It makes me angry when

When I think of my future I

I really feel bad when

I wish my friend would

Adults bother me most when

When people try to help me I

Before I came to Junior Leaders School I thought

Now, it seems to me that Junior Leaders School

I hope that goal-setting

I wish that my YMCA would

I wish my friends would

Adults bother me most when

When people try to help me I

Before I came to Junior Leaders School I thought

Now, it seems to me that Junior Leaders School

I hope that goal-setting

I wish that my YMCA would

Group Name____________________

My Code Number__________

Date________________

MY PERCEPTIONS

of____________________________

In the blank space above write: "Myself," Adult Leader," or the name of a person in your group. One sheet should be filled out for each individual. Describe how you see yourself and how you see others in your group. A composite picture of how your group members see you will be prepared for you without identifying names of persons with responses.

Put a check ⊗ in the circle which best describes how you see the person listed at the top of the page. If you haven't been able to observe action at any point leave this item blank.

I. Listens to others.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

II. Shares personal feelings freely.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

III. Asks questions.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

IV. Tests his or her ideas with the group.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

V. Volunteers assistance to group.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

VI. Turns to adult leader for answers.

Always	Usually	Sometimes	Seldom	Never
○	○	○	○	○

Group Name__________________________

My code number______________________

Date________________________________

HOW I SEE THE MEMBERS OF MY GROUP

Four descriptions of persons are given below. Read all four then go on to the next page and indicate how nearly you think each of these descriptions describes each member of your group, as well as how the descriptions describe you.

Descriptions

Jerry or Jill - The job or task-centered person

This member drives hard to get things done, seems to feel especially good when the group is working on a tangible task. This member seems ill at ease when the group is not making progress. When there is silence, this member seems uncomfortable. (He or She) talks a great deal--doesn't always listen to what others are saying. You have the impression that this member likes to control the group.

Freda or Fred - The feeling-for-others centered person

This member is effective in helping the members of the group feel that they are accepted. (He or She) values all members regardless of their differences--appears to be more concerned for how members feel than for what the group talks about.

Carl or Connie - A combination of A and B

This member is able to assume the leadership roles that are required at appropriate times. (He or She) seems equally concerned for how members feel and for effective work by the group on its assigned tasks. (He or She) would be equally effective as an elected officer or as a member of the group.

Inez or Ivan - The "I-get-in-my-own-way" person

This member participates actively in the group discussions but you are not sure how helpful (his or her) comments are. You sometimes get the impression (he or she) is trying to impress the group with how smart or keen (he or she) is. The member is ready to "help" others understand themselves and their emotions, but seems to cover up (his or her) own emotions. You wonder how much self-understanding this member has.

Jerry or Jill - The job or task-centered person

This member drives hard to get things done, seems to feel especially good when the group is working on a tangible task. This member seems ill at ease when the group is not making progress. When there is silence, this member seems uncomfortable. (He or She) talks a great deal--doesn't always listen to what others are saying. You have the impression that this member likes to control the group.

Instructions:

Each member of your group is listed below. A five-point scale has been provided. If you see that the description accurately describes the person place a check mark as follows:

	Describes Accurately	Describes Quite well	Fairly Well Describes	Only Partially Describes	Does Not Describe
Suzie Brown	X				

If you see that the description does not describe the person place a check mark as follows:

George Smith					X

Between these extreme positions you may find other headings to check which better describe this person as you see him or her.

At the end of the first session you may not be able to describe some of the members of your group. If this is true write beside the name, "Have no data."

Do not worry or puzzle over the item just give your first impressions. When you have finished with the first page go on with the second, third, and fourth pages.

Group Names	Describes Accurately	Describes Quite Well	Fairly Well Describes	Only Partially Describes	Does Not Describe

Description B.

Freda or Fred - The feelings-for-others centered person

This member is effective in helping the members of the group feel that they are accepted. (He or She) values all members regardless of their differences--appears to be more concerned for how members feel than for what the group talks about.

Group Names	Describes Accurately	Describes Quite Well	Fairly Well Describes	Only Partially Describes	Does Not Describe

Description C.

Carl or Connie - A combination of A and B

This member is able to assume the leadership roles that are required at appropriate times. (He or She) seems equally concerned for how members feel and for effective work by the group on its assigned tasks. (He or She) would be equally effective as an elected officer or as a member of the group.

Group Names	Describes Accurately	Describes Quite Well	Fairly Well Describes	Only Partially Describes	Does Not Describe

Description D.

Inez or Ivan - The "I-get-in-my-own-way" person

This member participates actively in the group discussion but you are not sure how helpful (his or her) comments are. You sometimes get the impression (he or she) is trying to impress the group with how smart or keen (he or she) is. The member is ready to "help" others understand themselves and their emotions, but seems to cover up (his or her) own emotions. You wonder how much self-understanding this member has.

Group Names	Describes Accurately	Describes Quite Well	Fairly Well Describes	Only Partially Describes	Does Not Describe

Adapted from material prepared by
YMCA Research and Development Services

WHAT DO YOU THINK?

The following paragraphs describe situations that may occur in your YMCA. When we observe situations such as these, we sometimes know what causes them. Other times we just can't figure out the causes. In the light of your YMCA experience circle the letter of the phrase that best answers the question in each of the cases below. If none of the answers seem appropriate, please circle (e) and write in your own answer.

1. Susie, age 7, refused to enter the water during beginning swimming class. She said she was afraid. Why do you think Susie wouldn't enter the water?

   a. Because of family influence that instilled in Susie a fear of the water.
   b. Because of previous personal experiences with swimming.
   c. Because of the physical arrangements of the class - too many children. water too cold, etc.
   d. Don't know.
   e. A reason not listed. (If you choose this item, list your reason below.)

2. Tommy refused to stand in line to get into the dance. He kept trying to sneak ahead of his friends. Why did Tommy act this way?

   a. He thinks he is better than the rest.
   b. His parents have taught him to act this way.
   c. There was not really good reason to have a line. Tommy sensed this and refused to stay in line.
   d. Don't know.
   e. A reason not listed.

3. Jane was elected group leader. The vote was unanimous except for Alice. Why do you think Alice didn't vote for Jane when everyone else did?

   a. Alice wanted the job of leader.
   b. Alice knew Jane would not be a good leader.
   c. Alice was showing her annoyance at the fact that Jane was the only one nominated.
   d. Don't know.
   e. A reason not listed.

4. Sarah found a wallet in the locker room but she couldn't return it to the lost and found right away. When she opened it she found $3.00. She kept the wallet and the money. Why did Sarah do this?

   a. Sarah doesn't really know any better.
   b. Sarah was raised in a neighborhood where "finder's keepers" is the rule.
   c. She did not know where the lost and found was.
   d. Don't know.
   e. A reason not listed.

5. There are three or four intermediate swimmers who never pick up their towels after their showers. Why don't they pick up their towels?

   a. They are a lazy bunch who expect other people to work for them.
   b. They haven't been trained at home to really pick up after themselves.
   c. The junior leader hasn't made it clear to them that they are expected to pick up their towels.
   d. Don't know.
   e. Reason not listed.

6. Carol walked right by Nancy in the "Y" lobby without any sign of recognition, although Nancy always thought of Carol as her friend. Why would Carol do this?

   a. She is very near sighted and forgot her glasses.
   b. Nancy had hurt Carol's feelings the day before.
   c. Carol is really a snob and never did think of Nancy as a friend.
   d. Don't know.
   e. Reason not listed.

Bureau of Educational Research and Field Services,
College of Education, University of Maryland.

IMPORTANT INFORMATION FOR THOSE USING THIS MATERIAL

"What Do You Think" is an attribution of motives device. Its purpose is to help leaders see the folly of jumping to conclusions about why people do or fail to do certain things.

If persons check other than d. "don't know" they are making assumptions which may interfere with their effectiveness as leaders.

A good follow-up discussion question to ask is - "Was sufficient information given to come to this conclusion?"

Boston Metropolitan Plan
for Human Relations Training in an Urban Area

With the assistance of a consultant from the Boston University Center of Human Relations the following plan emerged for the 1965 Metropolitan Boston School which was referred to as an "institute."

The trainees were divided into coed "teams" of seven to ten persons with members from each YMCA Branch. Each team was assigned an adviser who worked through the week with the group. The teams met eight times during the five-day period, spending between eight and one-half to ten hours together.

The eight team sessions of one and one-half hours each included the following outline of objectives:

Session 1. To acquaint groups with the team system.
2. To experience and analyze the problem-solving process.
3. To introduce and analyze certain factors of stress.
4. To experience an agenda-less group meeting.
5. To analyze group behavior when no group purpose is evident.
6. To review and discuss various leadership techniques.
7. To study the composition of groups.
8. To review experience and personal learnings.

Both structured and nonstructured experiences were included in the eight sessions. The structured sessions were basically task-oriented and involved discussions of materials presented in general sessions, such as the opening address, group work presentation, case problem (see sample), filmstrips, etc. Time was set aside during these team meetings for the personal "goal-setting" phase of the program which included both the planning and evaluation of goals.

The nonstructured sessions centered largely around examining the effects of stress on inter-personal relationships. Nonstructured in this sense referred to the fact that no form of direction was used other than a leading question. The entire training process was geared to the theme of "learning to teach,"with emphasis on stress as a major stumbling block to effective interpersonal relations. Staff were oriented toward utilizing stress situations in activity sessions as teachable moments. The objective of this phase of the program was to teach trainees to identify factors of stress in group situations, analyze the causes and learn to deal with them. Role play or predeveloped stress situations were used to pinpoint or exemplify certain factors of stress.

Stress, as briefly defined for the institute's purposes, included those factors which consciously or unconsciously developed, impeded or negated the development of cohesiveness between persons or with groups. Examples were provided, such as: argument, lack of individual cooperation, lack of interest, bias or prejudice, self-centeredness, lack of purpose, misunderstanding, distrust, etc.

Each team had opportunities for first-hand experience in identifying and working with stress factors in the development and preparation of a team project; namely, a dramatic program to be presented on the evening prior to departure. The trainees developed their own rules governing table-setting, bedtime, dining hall service, etc.

BOSTON YMCA
LEADERS TRAINING INSTITUTE
1965

CASE PROBLEM

The setting:

An "average" YMCA with gym, pool, 4 club rooms, a game room, lobby area, craft shop, business men's locker room, multi-purpose room. Staff-Executive Secretary, Youth Secretary, Physical Director, Girl's and Women's Director. Membership fee for Junior High School-$12. Varied activities.

The group:

14 Junior High School students--co-ed--8 boys, 6 girls, primarily from two neighborhoods--Cedar Heights (C.H.) and Barrington Avenue (B.A.).

	Name	Sex	Neighbor-hood	Father's occupation	age	Grade level
1.	John Feeney	M	C.H.	Engineer	13	7 fair
2.	Ricky Wolf	F	C.H.	Banker	14	8 good
3.	Jeff Loynes	M	B.A.	Social Worker	14	8 fair
4.	Richard DiGiacomo	M	B.A.	Machinist	13	7 good
5.	Bill Dickinson	M	C.H.	Legal Sec.(mother)	14	8 good
6.	Elaine Collins	F	B.A.	Printer	15	9 excellent
7.	Catherine Bolger	F	B.A.	Teacher	14	8 good
8.	Aram Keshian	M	C.H.	Importer	15	8 poor
9.	Tony Guzzo	M	B.A.	Construction foreman	13	7 poor
10.	Joseph Goldman	M	B.A.	Teacher	14	7 poor
11.	Laura Dolan	F	C.H.	Accountant	14	8 good
12.	Fred Nye	M	C.H.	Funeral Director	15	8 poor
13.	Alice Novack	F	C.H.	Police Lieutenant	15	9 good
14.	Tanya White	F	B.A.	Auto Salesman	14	8 fair

The group has been in existence for five years with very little turnover except for the addition of seventh graders to fill places of graduated 10th graders as they have occurred over the course of years. It has always been a "social" club with the normal type of activities, dances, roller skating parties, splash parties, movie and bowling nights, an occasional service project, etc. The advisor for the past four years has been a local teacher who has taken a new position in a different town.

The group meets one evening a week through the fall, winter and spring with an executive committee meeting once a month for program planning, etc. Attendance is normally between 80 and 90% at group meetings.

You have been advising the group for the past six months since September. You are a college sophomore, age 19, studying Business Administration. Under your "guidance" and supervision, the group has become a service club which pleases you greatly because you think service clubs are wonderful, both enjoyable and valuable.

Recent developments:

1. Attendance has dropped to 60%.
2. There is a great deal of unrest within the group regarding program activities. Tanya White and Kathy Bolger aren't speaking. They are also candidating for Vice-President of the Club.
3. Fred Nye and Jeff Loynes have had two fights, one in school and one at the "Y". Both are top-notch basketball players and Fred has threatened to quit the team. Your team is in first place with two rough games ahead.
4. John Feeney, Ricky Wolf, Bill Dickinson (a Negro), Aram Keshian and Alice Novack have asked you to help form a new club and to be their advisor.
5. The Physical Director has been complaining that Dick Giacomo and John Feeney have been skipping Leader's Club meetings and "goofing off" in the gym.
6. Joseph Goldman and Jeff Loynes have secretly been gathering votes for the club presidency to be elected next month.
7. The Executive Secretary just handed you a note which states that your group has been chosen to send a representative of the "Y" to the annual Junior High School Club Congress to be held in June.

Your Problem:

1. Identify the areas of stress or friction which are present in the group.
2. State the reasons why you think these situations have developed.
3. Suggest ways in which you think:
   - (a) individual problems might be solved
   - (b) the group might be brought closer together
   - (c) a representative might be chosen for the club congress without a major explosion resulting.

Modified Sensitivity Training

Modified Sensitivity Training was given to previous participants in the New England Area in 1964. The twenty-five returnees were divided into two heterogeneous groups each led by National YMCA staff members. The groups met in the mornings and in the evenings for a total of approximately eleven hours. Increased self understanding and understanding of others were major objectives. It was gratifying to discover from the results of the "Evaluation Responses" reported in the next chapter that the two most important things reported as learned by fifty percent of the participants were "understanding myself" and "understanding and helping others."

This training experience provided an extreme contrast to the highly structured junior leaders schools program. The permissive self-directing nature of the approach seemed appropriate to developing the inner direction desired in the personal goal-setting process. However, when daily goals were no longer required only a few persons continued to set them.

Those attending the school for the first time participated in the human relations skills training program previously described. As anticipated, conflict arose between the two groups which offered new kinds of opportunities for learning.

Learning might be greatly enhanced if all staff members could participate in a positive sensitivity training experience prior to the school program.

Christian Social Influence Skills Course

In 1964 at the Blue Ridge Leaders School approximately 300 boys and girls participated in a "Christian Social Influence Skills Course. This course was prepared and directed by the staff of the Character Research Project, in Schenectady, New York. It was revised and conducted again in 1965 in the New England Area Girls Leaders School and for a second year in Blue Ridge.

Background information entitled "The Principles and Explanation of the Christian Social Influence Skills Course" was provided in 1965 to the Adult Leaders of the small groups. Also these leaders met daily for training. The four course descriptions for the hour-long discussions as provided to junior leaders in advance of the school included the following:

Self-Image

"Who am I, and do I really know myself?"

Your own answer to this question determines your basic response to everyone about you. In this course, you will be able to discover more insights into your own self-knowledge and self-understanding, so that you can be more effective as a junior leader as well as in your social relationships with friends, parents, and others. Such attitudes as self-respect, positive image of yourself, and openness to experience will be offered for your study and discussion.

Communication Skills

"How can I relate with other people more effectively?"

If a younger person asked this question of you, which skills of communication would you suggest? This course of study focuses on some specific skills of social relationships which are necessary for all leaders. Skills, such as constructive criticism, and the art of good listening, will be presented for your consideration.

My Concept of Others

"Boy! Think how HE feels!"

Can you? Are you able to "--walk in your brother's moccasins?" Your ability to put yourself in the other person's place is essential if you are going to be an effective leader. By learning about some of the feelings of others, and discovering insights about the results of your actions with others, you can improve your effectiveness as a true leader.*

My Christian Convictions

"What are my basic convictions regarding the meaning of Life?"

Your relation to your fellow man and your feelings about him are directly related to these personal beliefs. This course is designed to help you develop some basic Christian convictions and broad moral principles which will enable you to maintain more effective social and leadership relations with others than you have ever made previously.

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* A Junior Leader School Council was organized in the New England Area from representatives of each basic group. As members worked together to improve life within the school experience they used the material suggested in the "Concept of Others" course, and set their daily goals in relation to their leadership responsibilities as council members.

At the end of each session each person, including the adult leader, wrote out a personal goal. Progress toward these goals was evaluated daily. Methods which had worked in achieving them were shared in the group discussions.

On the last day one member who had been selected from each of the courses gave to the entire school group a summary of what he or she had gained from the discussions.

A modification of the content for participants is available in a publication by Association Press. *

"Daily morning presentations" by Dr. W. D. Weatherford from his book Studies in Christian Experience** gave reinforcement to the religious dimensions of the experience in the Blue Ridge School.

Meditation Programs

Each evening at the New England Area school a fifteen to twenty minute meditation program was given by one of the small groups. Participants were encouraged to relate the programs to their understanding of the objectives of the goal-setting and human relations skills being taught. A variety of resource books were provided in a school library. Also a designated staff member was available tc assist with the planning, if called upon by the group.

Daily Meditation Programs

In 1964 daily meditations consisted of the following:

First Night: - the staff presented a program on the opportunities for learning available during the ensuing week: opportunities for learning skills of teaching, of goal-setting and human relations.

Second Night - The question was asked, "What kind of leader do you dream of becoming?"

Third Night - A Choral reading entitled, "And No One Asked," (see page 194) had considerable emotional impact. The acceptance of all persons; white, black, Catholic, Protestant or Jew was the theme.

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* How to Stand Up for What You Believe - A Teen-Ager's Action Guide, Herbert Detweiler. New York: Association Press, $2.95, 1966.

** Available from Methodist Evangelistic Materials, Nashville, Tenn. 1962

Fourth Night - "A Goal for a Troll" was an original program based upon choosing goals which will help others meet their needs. On the branches of a tree on the lawn enough little trolls were hung for each junior leader. The program ended with each girl taking a troll from the tree to remind herself throughout the year of the goals she set for herself at leaders school.

Fifth Night - A candle-lighting tableau gave meaning to the body, mind and spirit concept of the YMCA triangle.

Sixth Night - An induction* of new junior leaders was performed by girls who had returned to school for the second or third times.

Closing Meditation

On the last morning immediately prior to departure a program has been traditionally conducted at Springfield College on the side of a hill overlooking the lake.

One year a brief summary of what had happened during the week was followed by thinking together about the meaning of the Lord's Prayer. Each adviser took one of the petitions and commented on its meaning to her or to him. A guide entitled "The Lord's Prayer - A Powerful Tool for Goal-Setting and Goal Achievement" (see page 200) was provided to staff members in advance. Advisers used the comments in the guide, added to them, or provided their own.

Moral Value Training Situations

At the 1965 School Directors Planning and Sharing Meeting participants identified and described specific situations in which they had observed value learnings. These were written up as teaching aids. They expand awareness of teachable moments, suggest the structuring of value-learning situations, and encourage consideration of alternative kinds of behavior.

Complete descriptions are included on subsequent pages of the situations summarized below:

A Championship Game - Value Learning Through Discussion

A junior leader coach helps the team to consider what it means to go beyond the "letter of the law." New levels of human performance are made known. Potential value learnings: fair play, honesty.

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* For a copy of the Induction Ceremony used in the Southwest Area see page 197.

Team Sports - Value learning in a Role-Play Situation

Group members respond to a rule violation. Potential value learnings: cooperation, courage, acceptance of responsibility for improving the social situation, withholding judgments until the facts are in.

A Demonstration of Leader Styles in a Tumbling Class - Value Learning Through Demonstration and Discussion

Three styles of leadership or teaching are demonstrated to clarify some moral value implications in each. Potential value learnings: developing concern for each person by recognizing individual differences and helping each person to perform at his best.

Marching - Value Learning in a Role-Play Situation

Squad leaders respond to a discipline problem. Potential value learning: developing concern for the worth of persons.

A Diving Class - Value Learning Through Role Play

A class member is blocked from learning a skill because of fear. Potential value learnings: developing courage and learning to accept one's self and others.

Ideas for Additional Value Learning Situations

Several other ideas are briefly described including:

Building Bridges to Life Outside the Class
Sensitivity to the Needs of Others
Gaining Respect as a Teacher
Communicating Clearly

To give a theoretical framework and rationale for value education at the 1965 meeting of school directors a chapter entitled "Teaching Values in Physical Education"* from a current text book was summarized.

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* Physical Education Curriculum, John E. Nixon and Ann E. Jewett, New York: Ronald Press, $5.00, 1964.

A CHAMPIONSHIP GAME - VALUE LEARNING THROUGH DISCUSSION

A junior leader coach helps the team to consider what it means to go beyond the "letter of the law"

The Situation to be Discussed

A junior leader is responsible for coaching a basketball team involved in a championship game. The boys are all about 12 years old. The junior leader is 16. With 10 seconds to go, the score stands at 51-50. The losing team steals the ball and a deliberate foul is called when one of the winning players stops the losing team player from scoring. The shooter misses both foul shots.

The Discussion

What does the junior leader coach do at this point?

1. Ignore the situation.
2. Praise the offender, either openly or in private.
3. Rationalize the situation - "It's part of the ballgame."
4. Affect some type of disciplinary action. What type?
5. Consider with the group how this is a "hollow victory."

Human Relations Skills Needed

Facing the issue with courage and helping the team members to do the same.

Moral Values

Fair play and sportsmanship.

TEAM SPORTS - VALUE LEARNING IN A ROLE-PLAY SITUATION

Group members respond to rule violations

The Situation

The basketball (volleyball) game has no referee. Players are asked to call their own fouls or errors by raising their hands, and stopping the game. One member (#1) is coached in advance to ignore his own fouls or errors. Another (#2) is asked to play the role of correcting others who do not call their own fouls and faults accurately, or fail to call at all. A third is asked, after the third time rules are ignored, to attempt to get the group to deal with the problem.

Discussion

When the situations have been experienced the supervisor then moves in, explains what has been going on and asks the following questions:

1. How did you feel toward #1? #1, how did you feel?
2. How did you feel toward #2 #2, how did you feel?
3. How did you feel about what #3 did? #3, How did you feel?
4. What effect did #1, #2, or #3 have on the morale of the group?
5. What other ways might #2 and #3 have attempted to deal with the problem?
6. What kinds of situations like this have you faced or are you likely to face as a junior leader? How could you manage these back home?
7. What values would you be trying to teach in a situation like this?
8. What skills of working with people do you need in this situation?

Values and Human Relations Skills

Moral values to be learned:

Honesty (respect for rules - fair play)
Cooperation
Acceptance of responsibility for improving social conditions.
Courage
Withholding of judgement until the facts are in.

Human relations skills to be learned:

How to help another change to more desirable behavior.
How to influence the group to follow the rules.
How to deal with interpersonal conflict in the group when someone violates a rule.
How to listen, to find out why a person did not follow the rules.

How behavior may be changed:

Participants must have knowledge of the foul or error, of the behavior expected, and of the penalties or consequences.
Peer group disapproval of the action - peer group standards and pressure.
Opportunity to "save face" and change behavior - empathy and support of peer group.

How society may be changed:

Listen to person who feels rules should be changed?
Consider possible changes in the rule.
Consider consequences of changing the rule.
Reach agreement, or concensus on the specific change needed. (Define the new rule.)
Determine how to "try out" the new rule.

A DEMONSTRATION OF LEADER STYLES IN A TUMBLING CLASS

Three styles of leadership or teaching are demonstrated to clarify some moral value implications of each

The Situation

A group of ten are being taught to do the backward roll. Three styles of leadership are demonstrated. The group is asked to respond to each leader as they think ten-year-olds would respond.

First Leader: Autocratic
Gives the orders and instructions, insists on strict discipline, neat lines, uses whistle signals. Gives the impression of being there to teach the skill not the students.

Second Leader: Laissez-faire
Asks the class members if they would like to learn the back-roll. Asks those who would like to try it to go ahead. Does not push anyone, lets those who don't want to do it, do what ever they want to do.

Third Leader: Democratic
Shows interest in individuals by asking them questions or making observations about progress. Informs the group that the skill to be learned today is the back-roll, and that later individuals may work for a time on the skills they wish to work on.

Instructor asks who would like to demonstrate a back-roll. If it is satisfactory help the class to clarify the good points and the safety precautions to be followed. Then give each person an opportunity to try. Work for a time letting those who already know the skill assist others who need help.

Observe each child's progress and give encouragement and additional help as needed.

The Discussion

Which style of leadership seemed most effective and why? What human relations skills were needed? Which style seemed to get across 'Y' values such as -

Having concern for each person in the class by:
- recognizing individual differences?
- helping each person to perform at his best?

Encouraging members' concern for one another.

MARCHING - VALUE LEARNING IN A ROLE-PLAY SITUATION

Squad leaders respond to a discipline problem

The Problem

The group is planning a marching demonstration. One member persists in "horsing around."

The Learning Situation

One squad of ten persons and a junior leader (squad leader) is asked to do a role play of the situation. Each of four junior leaders attempts to line the group up and give two commands. One group member is coached in advance to "horse around," ignoring the instructions.

Squad Leader #1 is coached to bring the offender in line through use of sarcasm.

Squad Leader #2 is coached to "bawl out" the offender.

Squad Leader #3 is coached to dismiss the offender from class.

Squad Leader #4 is coached to give the offender something to do which will challenge his abilities, such as leading the group in the next command.

Discussion

Question directed to squad members: (feelings)

How did you feel about how each of the squad leaders responded to the discipline problem?

Question to squad leaders: (feelings)

How did you feel about the way you handled the discipline problem?

Question to entire class: (Identification of human relations skills)

Which of these methods (human relations skills) seemed more effective?

What other ways of responding (other human relations skills) might the squad leader have used?

(Ask persons suggesting these to try some of them out, if this seems useful.)

What moral values did you see demonstrated here by the squad leaders?

Major Moral Value

The demonstrated concern (or lack of it) for the worth of persons is a major value to be identified in this situation.

A DIVING CLASS - VALUE LEARNING THROUGH ROLE-PLAY

A class member is blocked from learning a skill because of fear

The Situation

Eight sixteen year-old girls are learning to do the back dive. All progress easily through the first step from a sitting position on the end of the board. The next step is from a standing position. Jerry drops back to the end of the line. (She is coached to do this in advance.) When it is her turn to try she goes out to the end of the board and just stands there. The instructor urges her to try but makes no progress.

Class Discussion

How did you feel when Jerry did not try to do the dive?

How do you think Jerry felt?

Why do you think Jerry did not go off the board?

Jerry, how did you feel?

Would your class back at the 'Y' probably act as we did? How have you seen them respond to a similar situation? Or, how do you think they might respond?

How could the instructor have been more helpful?

How could the class members have been more helpful?

When is it best for the instructor, the group and Jerry to live with the fact that Jerry has limitations which do not permit her to learn this skill at this time.

> How may this be managed so that Jerry continues to be accepted by the group and is able to accept her self with her limitations?

What might be done after class, or before the next class?

Human Relations Skills

To give encouragement and support.

To live with limitations of self and others.

Moral Values

To accept others and self, recognizing fears, difficulties and limitations.

To give support and encouragement to others in ways that will help them overcome fears and difficulties.

To persist with courage and creativeness in learning to overcome fears and difficulties.

IDEAS FOR ADDITIONAL VALUE-LEARNING SITUATIONS

1. Providing a Model

a. An instructor tries to help the class understand the undesirable aspects of smoking. He or she comes before the class chain-smoking cigarettes and proceeds to give a lecture on the health hazzards involved.

b. A junior leader tries to teach safety through use of mats in a tumbling class. After the class the participants see the junior leader performing without mats.

2. Building Bridges to Life Outside the Class

The junior leader calls to the attention of the class how members have been helping one another to learn a skill. It is suggested that class members try some new way of helping someone else before the next class period.

At the next class period ask members what they tried to do, how it worked out and how they felt about it.

3. Sensitivity to the Needs of Others

a. When teams are chosen one child is always chosen last. What can be done about this?

b. A "bully" in the group is always pushing others around. What are his needs? How can the rights of victims be protected?

4. Gaining Respect as a Teacher

At the first session the adult instructor goes to the blackboard and writes his or her first name on the board. Then turns to the class and says - "My name is __________(first name)."

Do you think it is a good idea for an adult instructor to have class members call him by his first name?

How do you feel about calling an adult by his first name?

Does calling a person by his last name mean you respect him?

5. Communicating Clearly

   a. Instruct a class to line up by age and height. After a period of confusion, discuss what was wrong with the instructions, and how unclear communication may lead to what appears to be "discipline problems."

   b. Provide each person with paper and pencil and give only verbal instructions for drawing a diagram (playing field or diagram of team play) - no demonstrations or use of hands or body to clarify. Let class compare how they drew their diagram to your diagram. Ask what has been learned that would be useful in teaching a class.

Summary of Similarities of Methods Used in All Schools

Though all schools are somewhat different in their concepts about how junior leaders should be encouraged to develop, and thus in their approaches to training, there have come to be several important similarities.

Participants in all schools in 1965 set daily goals and evaluated them on similar report forms. All training designs used small group discussions. All used some kind of presentations or theory sessions. Human relations skills were taught in all schools, but the approaches differed from less structured to carefully structured course content. All schools provided major time for the teaching of physical, recreational and junior leader club leadership skills. All training was from five to six days duration. All schools provided evaluative study data in 1966.

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METHODS OF EVALUATION

What the Reader May Hope to Gain from this Chapter

Samples of evaluation instruments and descriptions of evaluation methods which have been used with the "Leaders Unlimited" programs are included in the pages which follow. An explanation is given of why and how these assessments were used, as well as a limited reporting of results. From the information provided it should be possible for the reader to select and use evaluation methods appropriate to his needs.

Why We Wanted to Evaluate "Leaders Unlimited" Methods

Several approaches to developing the whole person in junior leader school programs have been described in the previous chapter. School objectives aimed toward social, spiritual, as well as physical development were identified in the second chapter. What we have been seeking to discover is how useful have been the methods we have employed in achieving our objectives. Does goal-setting help a person become more inner-directed and personally responsible for his own growth? Does human relations training help persons better understand themselves and others? How does modified sensitivity training contribute to the personal growth objectives of the school? What school objectives can be achieved through the teaching of an informal course with specific content related to social influence skills? How do the various aspects of the school programs work together toward the achievement of school objectives?

How We Have Approached Evaluation

In 1962 when we used presentations, small group discussions and individual goal-setting the data collected from the goal cards were studied. Information was informally shared with the planning committee for the 1963 schools.

After the first year technical assistance was secured for planning and conducting the evaluations. The National YMCA Research and Development Services, the Character Research Project, the Bureau of Educational Research and Field Services, College of Education, University of Maryland, and a consultant from New York University have all assisted with various aspects of evaluation and study. In addition to data collection on goal cards, each year for five years, several other data collection methods have been used. These have varied from administering a complex semantic differential instrument, to calling in an independent observer from one of the universities who was well informed about methods of child development. A few of the more promising methods and measurement devices used are described in the material which follows. It should be noted that clues and hunches about what has happened in the leaders schools programs have been reported rather than statements of specific cause and effect relationships. Probably the greatest contribution of this experimental program has been to the school directors and participating staff members who receive the evaluation reports, share their personal observations and probe into meanings from the findings at their annual two-day evaluation and planning meetings.

Some Insights We Have Gained

From experience we have learned that the following should be kept in mind in selecting and administering evaluation programs:

1. Whenever possible, evaluative devices should have training as well as measurement values which are appropriate to the school objectives.

2. If the evaluation does not seem to contribute to the training program it should consume as little time as possible, probably no more than 10 to 15 minutes for each instrument. Instruments should be administered with a minimum disruption to the total program.

3. Measurement devices should be carefully selected and few in number.

4. All new or altered tests should be pre-tested.

5. Everyone must be given the same test instructions under conditions as similar as possible.

We have only scratched the surface in our evaluation programs. Many problems remain to be solved, such as:

Defining the training methods more clearly and specifically.

Breaking the complicated methods down into smaller experiences which can be described adequately.

So far the goal-setting method has been the most clearly defined of the methods used. It has varied somewhat from year to year as greater understanding of the process has been gained.

Observing inter-relationships between the various aspects of the program -how they work together toward the accomplishment of school objectives and how they conflict with one another.

Planning and testing reinforcement experiences after the program, and follow-up evaluations of school learnings.

Making longitudinal studies over a continuing period of time.

Finding some practical ways of including Control Groups (persons participating in local programs but not attending the schools) with the Experimental Groups (persons participating in the school programs).

Kinds of Evaluations We Have Used

As mentioned in the previous chapter, training devices may also provide for the collection of data which can be used by the individual and by others to evaluate progress and growth. Several of these tools which have been used primarily in the training programs have already been described and will not be repeated here except to list them and provide a quick reference back to them:

Goal Setting, page 23.

The Follow-Up Christmas Letter to School Director, page 40.

The Vision Finder, page 42

Profiles, page 47

Rating Scale "The Leader I Want To Become", page 55.

Group Participation Blank, page 59.

"How I See the Members of My Group", page 98.

"What Do You Think?" page 102

Most of the evaluations used in the leaders schools have been self-assessments. In the goal-setting process individuals set daily goals, and daily they assessed their progress. Several other self-rating and ranking devices were used. Personal growth assessments were also made by peer group members. Other individual growth assessments were made by staff members and by parents. A few follow-up efforts were attempted.

School program evaluations are of a different nature. Most of these were concerned with how participants and staff responded to the program - what they liked or disliked about it, from what experiences they thought they gained the most, and their suggestions for the following year. These tended to be rather superficial but seemed to have value in terms of communicating to individuals that their opinions and ideas were valued. However, one junior leader recently commented, "If you really want to do something about our suggestions why not check with us earlier in the week and make program changes at that time."

No attempt has been made to repeat descriptions of training methods or programs included in the previous chapter. Where hunches or clues about program are gained from the data collected specific reference is made to the related program.

Goal-setting, as a way of collecting data which may be analysed to study individual growth as well as to observe progress toward school objectives, has been used most extensively. For this reason learnings from the evaluation reports are included in greater detail than from some of the other methods.

Personal Growth Assessments

Daily Goal-Setting

- data provided by participants and staff

Goal-setting forms

Two kinds of instruments have been used in the collection of goal-setting data. The first was a simple card (see page 25). The second was a sheet to be filled out in duplicate (see page 191); one copy was retained by the junior leader and the other turned in to the small group adviser. This duplicate form replaced the card and was used in four schools in 1965.

Goal-setting data collection

Each junior leader and staff member set a personal goal for the day at the end of the "Leaders Unlimited" session in the mornings. Progress toward the achievement of the goal was assessed by each person at the end of the day, or at the beginning of the "Leaders Unlimited" session on the following day.

Study of
Content of Individual Goals - 1962

In 1962 goals of individuals who said they did accomplish their goals were compared with goals of persons who said they did not accomplish their goals.

Goals resulting from two persons working together were studied.

Daily goals of two groups were compared.

Individual goals were studied in relation to group goals.

Take-home goals were looked at in terms of generality and specificity. Goals related to desired continuing of personal growth were identified.

Conclusions

After reading carefully through all of the goals set for the week the following conclusions were summarized:

There was close to 100% participation in filling out the goal cards each day.

It seemed to be easy for a girl to say, "I achieved my goal," when it was a very general goal. Some very specific goals were not attained. The reason usually given was inadequate time.

Not all of the information on self-evaluation was completed at the end of each day. More time and attention was needed at this point.

Top concerns of junior leaders as indicated by continuous repetition of the same goals included the following:

How to get over shyness
  . with one other person
  . in small groups
  . in large groups
How to get over fears
  . of trying to do new skills
  . of new experiences in general
  . of adults
How to know myself better
  . my skills
  . my talents
  . my weaknesses
How to help others
How to make new friends and become a better friend myself
How to teach skills
How to improve my own skills
How to lead groups
How to improve my junior leader group back home

A study of individual goals formulated on the fourth day, when program stressed the importance of group goals revealed obvious transference from individual to group-goal content. It should be pointed out that a form of conditioned learning was imposed in terms of awarded points or demerits for desired behavior. If we are quite clear about the specific behavior we are seeking and are willing to accept the side-effects of this form of motivation, such as increased anxiety to perform in accordance with the rules and imposed motivation from the outside, the merit and demerit system produces certain kinds of specific results. One unanswered question is, "Does this method work against the self-motivating goal-setting process?"

The following kinds of goals resulted from the group emphasis:

1. In one group all "worked against demerits." Specifically mentioned was "getting lights out by 10:30" and "following rules."

2. In another group members wanted "to give everyone a chance to show their own talents." They were thinking here of preparation for the talent show.

3. Goals of individuals in two other groups expressed the intention "to be cooperative and helpful in all group tasks and "to work together as a group." The marching competition and talent show were specifically mentioned.

4. In the remaining three groups members had for their goals "earning points for their group." Specifically identified were earning points for the relay, for skits for the talent show and for writing articles for the news sheet.

Recommendations for the following year

From the study of goals set by participants in 1962 and resulting staff discussions the following recommendations were formulated for 1963 planning:

1. Continue the daily goal-setting process.

2. Give a longer period of training to advisers on how to help junior leaders set specific goals and how to attain them.

3. Encourage girls to start helping one another with their goals early in the week. Try the partner arrangement again but set it up so partners will see each other often enough to be able to help one another, i.e., roommates might be partners.

4. Spend more time on the take-home goals. Work toward more creative and more specific ways to accomplish goals.

5. Think more about how to relate individual goals to group goals. The "win points for our team" seemed unclearly related to the girls' goals, yet it also seemed to build a cooperative group spirit very quickly.

6. Consider further the value of using demerits as negative reenforcement so as to condition desired participant behavior.

7. It might be helpful to identify the values to the junior leaders and to the YMCA when a local secretary or local advisor attends the school.

8. Additional follow-up on progress made on the take-home goals seems desirable.

9. Find ways of involving parents so that they may learn with the girls.

10. The lesson from the 1961 school on accepting and appreciating people who are different seemed to have so much meaning that every effort should be made to include both junior leaders and advisers who demonstrate difference, i.e., persons from different races, religions, countries, economic status, etc.

Content Analysis of Individual Goals - 1963

In 1963 Dr. William Koppe reported the findings from an analysis made by himself and other members of the Character Research Project staff of the daily and take-home goals of the eighty junior leaders who attended the New England Area Girl Leaders School. At the point of translating school learnings into personal goals a wide range of responses were noted on the goal cards.

Content Analysis of Take-Home Goals

Through content analysis of take-home goals the following characteristics of participant behavior intent were noted:

- to take home new ideas
- to organize new or better clubs
- to use new teaching skills
- to share the information in the Guidebooks (leadership manuals)
- to bring back decision-making ideas for solution to local problems
- to continue self-development in order to do a better job
- to recruit new leaders and members

From the above goal characteristics it appeared that these particular junior leaders could be classified in terms of four major kinds of behavior:

Reporters and sharers
Organizers and recruiters
Leaners on the Guidebook
Self developers

Comparisons of Levels of Achievement with Goal Characteristics, Using the Doty Scale

There appeared to be a relationship between the number of varied responses in the goals set and the level of a group's achievement as measured by the Doty Scale (see sample page 134.) In other words, those small groups with the widest variety of characteristics in group members' goals were also groups which tended to reflect greater personal commitment on the part of members to sharing and serving. This would seem to give added evidence to the value of heterogeneous grouping for maximum positive learning.

However, one noticeable exception to the above was reported. The group which rated the highest on the Doty Scale (reflecting the greatest interest in serving mankind) was made up of members whose goals reflected only four characteristics in their take-home goals: concern for self-improvement as a person and as a leader, the importance of working with adults, an intention to report the school experience back home, and plans for recruiting new YMCA members. Perhaps there are clues here for identifying specific characteristics which have greater importance for motivation to sharing and serving than others may have.

Questions concerning the learning process

Could it be that when the learning process intends for members to learn from one another, rather than from a teacher, widely heterogenous groupings are most effective, but when new knowledge or specific content in-put is to be communicated by the teacher or leader greater attention should be given to how group members learn and how groups should be structured? For instance, should junior leaders who lean heavily upon taking back the written word in their Guidebook be taught differently than the "self-developers" or the task-oriented "organizers and recruiters" identified in the evaluation report? "Leaners on the Guidebook" were described as hesitant and lacking self confidence. "Organizers and recruiters" tended to be tense, excited, hard-working and highly motivated to learn organizing skills. They seemed potentially qualified for administrative responsibility. "Self developers" were frequently described as "creative," "perceptive," and widely varied in interests and talents. When is a mix of these characteristics desirable and when may greater learning take place through classified groupings? What kind of teachers or leaders communicate best with each of these groupings and through which methods and styles of leadership are they most successful in imparting new information? Are individuals in one of these groupings seen as more successful junior leaders than those in the other groupings? How do we help junior leaders relate these tendencies within themselves to thinking about their future vocations?

The "organizers and recruiters" showed the greatest change on the Doty Scale during the week; they started lowest on the scale and moved to the next to highest position. The "Leaners on the Guidebook" showed the second greatest change. The "reporters and sharers" who came with a high sense of responsibility for "learning all they could so that they would be able to share their knowledge when they returned home" began the week highest on the Doty Scale and ended highest on the scale at the end of the week; however, their amount of change during the week was half that of the two groups described above. Is the challenge of the school high enough for those who start at a high level? What caused the high degree of motivation in the back-home setting of the "reporters and sharers"?

Levels of achievement of elected peer group leaders

Each of the small groups elected a captain to perform certain group functions. Captains started and ended higher on the Doty Scale than the other participants; higher than the first year participants or those junior leaders returning for the second or third years. The amount of change for the captains was less than for all others. Again the question arises, are the top leaders sufficiently challenged? Despite the greater experience at Leaders School, returning junior leaders were elected as captains in only two of the ten groups. They were among the girls who leaned heavily on their Guidebooks. What kinds of junior leaders return to leaders school? How do girls who continue their junior leader training relate to their peer group members?

Findings from "Profiles"

In checking the personality descriptions found in the Profiles (see page 47) for the junior leaders who "leaned on their Guidebooks" an interesting observation was made. Extent of reading in this group was limited; the only group which read less was the "organizers and recruiters." "Reporters and sharers" were among the most prolific readers. Guidebooks for those who "lean on them" may be more symbols of security than the useful tools they are perceived to be.

DOTY SCALE

LEVELS OF YMCA PROGRAM	CHARACTERISTICS OF EACH LEVEL
LEVEL 5 **BROTHERHOOD** A WIDENING FELLOWSHIP— BUILDING A CHRISTIAN SOCIETY	EMPHASIS ON YMCA GOAL— "THAT THEY ALL MAY BE ONE."
LEVEL 4 **PERSONAL COMMITMENT** AND SHARING WITH OTHERS	EMPHASIS ON SERVICE. SPIRITUAL MOTIVATION IMPELLS DESIRE TO SERVE—GROUP LEADERSHIP, COMMITTEES, GUIDANCE, INSTRUCTION, ETC.
LEVEL 3 **DEVELOPING CHRISTIAN PERSONALITY** RELATING PROGRAM TO PERSONAL IDEALS, ATTITUDES, BEHAVIOR, ETC.	EMPHASIS ON CHRISTIAN PERSONALITY DEVELOPMENT. PURPOSE GROUPS WITH CHRISTIAN LEADERSHIP—PROGRAM BASED ON NEEDS OF INDIVIDUALS—EVALUATION BASED ON CHARACTER OUTCOMES.
LEVEL 2 **DEVELOPING COMPETENCE AND SKILLS** INSTRUCTION, COACHING, PRACTICE	EMPHASIS ON APTITUDES, SKILLS, PHYSICAL DEVELOPMENT. GROUPS USUALLY HAVE DEFINITE ENROLLMENT AND TRAINED LEADERSHIP—GROUPS MEET ON SCHEDULE—OBJECT IS TRAINING—EVALUATION BASED ON LEARNING PROGRESS.
LEVEL 1 **INDIVIDUAL PARTICIPATION** CASUAL RECREATION SPECIAL EVENTS PERSONAL SERVICES	EMPHASIS ON THE ACTIVITY. LITTLE OR NO CONTINUITY—GROUPS WITHOUT ENROLLMENT—ACTIVITY LARGELY SELF-DIRECTED—LITTLE OR NO INSTRUCTION INVOLVED. EVALUATION BASED ON PERSONAL SATISFACTION, ATTENDANCE, ETC.

AN ACTIVITY MAY QUALIFY FOR A HIGHER LEVEL BY RAISING ITS EMPHASIS ↑

Comparisons of Individual Goals With School Program Directions

Individual goals were studied in relation to school program directions in 1963. One very clear finding was that junior leaders set personal goals for themselves which reflected the direction planned in the school "Leaders Unlimited" program. That is goals set by individuals moved from focus on one's self and the development of self improvement skills to interest in helping other junior leaders and finally to concern for the broader school community and back home setting. From the standpoint of learning levels a generalization could be made that at least the desired cognitive learning had been demonstrated. Beyond this, actual behavior occurred as described in the projected goals.

Study of a Selected Sample

A follow-up study of a selected sample of nine girls was made in 1963. The following method was used.

All girls were classified into three groups according to the levels of their goal aspiration throughout the week as determined by the Doty Scale. (see page 134)

Group 1 - Girls whose goals reflected the greatest change. (Scores showed gains of 3 and 4 points out of a possible gain of 4 points.)

Group 2 - Girls whose goals began at a high level and remained high throughout the week. (Daily scores were 4 or 5.)

Group 3 - Girls whose goals remained low throughout the week. (Daily scores were 1 or 2 with one exception.)

The three girls whose goals were most representative of these three characteristics were selected for study.

A letter was sent by the director of the school to: each junior leader; the parents of each girl; and the Y secretary related to each girls. Questions were asked concerning the apparent influence which the school had had on the girl. Responses included what the girls said about themselves and observations of their behavior by parents and by Y secretaries.

Response to the request for follow-up information was good. Seven junior leaders responded, seven parents (five mothers and two fathers) responded, two parents did not respond. For the girls whose goals indicated the greatest change throughout the week, all mothers responded as well as all junior leaders and Y secretaries. A total of seven YMCA secretaries out of a possible nine responded. Of the two who did not respond one was in the process of changing jobs.

Observations about the girls

The following observations seemed worth noting about the girls:

1. One of the youngest girls in the school (12 year of age) was among the three girls with the highest goals. One of the oldest girls was also in this group.

2. Among the girls with continuously low goals was one who was in a grade behind the usual grade for her age level.

3. Two girls out of the three with the lowest goal aspirations did not provide any information on religious background.

4. The one girl out of the nine who said she definitely did not like to read was among the three girls who showed the greatest change in goal aspirations.

5. Two of the nine girls seemed to be definite "joiners," indicating that they joined everything and participated in everything possible. Neither of these two were among the girls with continuously high goals.

6. All but one of the girls have vocations in mind - teacher, chemist YMCA secretary, veternarian, nurse.

Observation about the goal-setting process

Concerning the response of the girls to goal-setting certain things stood out:

1. From all of the nine girls in this study only one goal card out of a possible forty-five was not turned in.

2. Out of the forty-four steps toward reaching their goals which were defined by the girls only seven were reported as not having been accomplished.

3. In the group with the greatest change in goal aspirations goals on the first day revealed that these girls were "worried and tense" about how well they would do. Concern, struggle and effort were evident in goals throughout the week.

4. In the group with all high goal aspirations only one girl indicated she wanted to get over "shyness and tenseness"

and gain greater "self confidence." The other two indicated no lack of self-confidence. By the second day all three were thinking about what they might take back home and were going about gathering new ideas. Goals throughout the week were positive and seemed painless.

5. Girls with all low goal aspirations seemed to have poor self-images. Their goals referred to wanting to be "more fair, more sincere." On the second day they still had themselves on their minds - wanting "to become more self-confident," "be fair," and "learn a swim skill." Toward the middle and end of the week they were wanting to help get points for their group.

6. Five of the nine girls reported that they had accomplished their take-home goals.

The girls also expressed their feelings about and evaluation of the goal-setting process.

Three of the nine girls indicated that it was "excellent" or "very good." One girl rated it as "good and helpful." One girl said, "Learning to work in groups and set goals (which proved very important in accomplishing difficult tasks) was the most valuable part of this experience." Another girl stated, "The plan was definitely excellent, pertaining to goals, perception of one's self. Gave opportunity for girls to really gain insight into themselves." Both of the previous quotes came from girls in the group with all high goals.

The following quote was taken from one of the girls in the group with consistently low goals: "I have also learned to use goal-setting to help me know what I want to learn and accomplish, what I have to do for that day....I learned to know ahead of time what I have to do and what I shouldn't do. I have also gained a sense of what I want to be and do. Before I went to Springfield I thought that I didn't have a chance to get and be what I wanted. Now I know that if I study hard, keep physically fit, mentally awake and morally straight, I will accomplish my goal."

One of the nine girls, the one who said she had accomplished a different goal than the one she had actually taken, indicated to her adviser during the junior leaders school that she was "skeptical about the worth of the goal system for herself." She likes to meet each new situation as it comes and has difficulty in setting or working toward a long-range goal. She was one of the girls with greatest change in goal aspirations during the week.

Content Analysis of Individual Goals in Stratified Sample of Participants from Four Schools - 1965*

In 1965 the Character Research Project staff members under the guidance of Dr. William T. Penrod analyzed results of daily goal setting and the data from the take-home goals in four junior leader schools. Results were compared with the results of other measurement devices used in 1965 and reported in another section of this chapter: "Sentence Completion Test" and "Personality Rating Scale." Findings were reported in "Junior Leadership Schools Program Evaluation and Discussion - 1965."

A sample of 24 students from each of the four junior leader schools was drawn with a stratification and matching for age, sex, and experience. No significant differences were found between any of these groupings.

No Conclusions Drawn About School Methods

One of the two schools with the Social Influence Skills Course scored consistently higher than two of the schools using other human relations training methods in terms of maturity of goals set by participants. Significant difference was not seen between the goals of participants in the two schools teaching the Social Influence Skills Course. The school with the highest goals which taught the Social Influence Skills Course had significantly higher goals than one of the schools which used another method of human relations training.

However, since the goals of the second school using the Social Influence Skills Course were not seen as significantly higher than the school compared above which did not use the S.I.S. Course, no conclusions could be drawn regarding comparisons between the various training methods used in the four schools.

Study of Characteristic Differences Between Highest and Lowest Goals

From an analysis of characteristic differences between the upper 27 percent of the goals provided by the school with the highest junior leaders goals and the lower 27 percent of the goals from the school with the lowest junior leader goals, factors of maturity, as seen by the four evaluation judges, were identified.

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* Goal content was not studied in 1964. Results of the evaluation made in 1964 are reported in the material which follows.

CHARACTERISTIC DIFFERENCES
BETWEEN HIGHEST AND LOWEST GOALS

Upper 27 %	Lower 27%
Leadership Goals	
Students see a need for developing skills of relating to other people.	Students are concerned about their own ability to teach a skill to somone else.
Self Goals	
Searching for vocational purpose in life.	Concern about their knowledge of the YMCA and its program.
Struggling to develop right attitudes toward themselves.	Concern about their ability to teach skills and be a leader.
Willingness to stand up for convictions.	
Human Relations	
In terms of verbal communication concerned about: -Talking less and listening more - Comprehending what people say about them -Respecting other people's rights and opinions.	Concerned most often about getting along with other people.

In terms of action, concerned about: -Accepting other people as they are -Having sympathy for other people -Living by the Golden Rule -Being polite -Being an example by their own behavior.	In terms of action, concerned about: -Learning to know the names of other students -Discovering something new about a person in the group.

Social Concern

Reflect a strong sensitivity to the needs of others.	Seem to reflect less perception of the needs of others.
Usually mention specific people whom they will try to help.	Goals are general without naming specific people, places or time.
Concerned about the physical and social welfare of others	Goals seldom reflect a social service aspect.
Have a strong desire to help people become what they can become.	

General Characteristics

Goals are very specific.	Goals are more general.
Goals require understanding and insight into the lives of others in order to carry them out.	Goals reflect less experience.
Goals are more difficult and require more effort, thus necessitating depth and strength of conviction.	Goals are more concerned with self-improvement even when other people are involved.
Goals are more philosophical or theological	Goals are immediate, require less effort and could be carried out in a few minutes.
More of these goals imply the need to go against cultural patterns.	Goals are primarily concerned with methods and skills rather than attitudes.

Comparison of School Purpose with Individual Goals

Goals from the fourth day and take-home goals for all four schools were studied in 1965 in relation to the six school purposes which were stated as follows:

1. To acquire the teaching skills needed to teach physical and recreational activities.

2. To acquire the performance skills needed to teach physical and recreational activities.

3. To understand self and others (in order to become more effective teachers and group leaders).

4. To qualify, develop, and strengthen moral values which make Junior Leaders more effective persons, as well as more effective teachers and group leaders - moral values such as:

    (a) Courage to strive for excellence

    (b) Fair play and honesty

    (c) Empathy and respect for worth of others

    (d) Pursuit of maximum health and fitness

5. To acquire the human relations skills necessary to translate these moral values into action at school and at home.

6. To acquire the teaching skills needed to translate these moral values into action with the members with whom Junior Leaders work at school and at home.

When a student's goal referred to a school goal a count was made opposite that statement. From the frequency count the following observations were made:

"Understanding self and others" rated considerably higher percentage-wise than any of the other six school purposes. Three of the four schools had "understanding self and others" as the most frequently stated item on their goal sheets.

The two schools teaching the Social Influence Skills Course had almost identical frequencies for each of the six purposes of leaders schools.

"Acquiring performance skills for physical activities" ranked last in students' goals for the school with the highest ratings.

"Acquiring performance skills for physical activites" ranked first for the school with the least attention currently being given to this goal in its program.

"Acquiring teaching skills needed to translate moral values into action" was rated last by three of the four schools and next to last by the school with the highest goal ratings.

Hypotheses for Future Research

Included with the report of 1965 findings were several hypotheses suggested by members of the staff of the Character Research Project for further study.

Hypothesis Number 1

"If a student concentrates on improving himself in those areas in which he already has strengths and talents, he will make greater progress in all areas of leadership than if he concentrates on improving his weaknesses."

This hypothesis seems worthy of pursual since we found that those students who rated high seemed to be very self-confident and tended to concentrate on their strengths. When they did mention a weakness, they saw it as a challenge to which they might apply some of their skills and abilities. On the other hand, those students who seemed to concentrate on their weaknesses seemed to have a lack of enthusiasm for the task and a less positive attitude toward themselves.

Hypothesis Number 2

"If a student applies a goal in only one situation he is likely to use those learnings which accrue only in the same type of situation. However, if he applies a goal in two different situations, he probably will use the learnings in four situations in the near future."

This hypothesis suggests that learning is generalized to the square of the number of situations in which you first learn it. Those students who scored high on the various measures seemed to be able to see their goal as generic to a number of situations within the school and back home. Initially, the students tended to apply their goals in more than one situation. Those students who scored low on the various measures tended to see their goal as limited to one and only one situation. This hypothesis would suggest that they will not tend to apply that goal when they get home unless a very similar situation arises.

Hypothesis Number 3

"There is a significant correlation between the strength of purpose, strength of self-image, social concern, and skillfulness in human-relations situations."

The data seem to indicate that those students who have a strong sense of purpose and a strong self-image also are very well skilled in human-relations situations. This hypothesis would imply that improvement in any one of these areas ought to show improvement in the other two as well. Future experiments could be conducted in which each of these, in turn, was used as a dependent or independent variable in which the independent variable is the assumed cause and the dependent variable is the assumed effect.

Hypotheses 4, 5, 6, 7, and 8 which follow are extrapolations from Hypothesis Number 3. The way they are stated implies that the authors of this document feel it would be worthwhile to test them as dependent and independent variables in the order suggested.

Hypothesis Number 4

"The strength of the student's self-image will increase as his skillfulness in human-relations situations increases."

The data from this study seem to suggest that those students who were very much concerned about their own self-image became so pre-occupied with this that they became almost unable to think about others. This hypothesis, as stated above, suggests that concentrating on one's lack of self-image is a self-defeating method, and that gaining skill in human relations will facilitate the growth of one's self-image.

Hypothesis Number 5

"Social concern will increase as purposiveness increases."

Those students who scored very high in the various measures seemed to have a deep concern for other people who were handicapped either physically or psychologically. These students also seemed to have a strong sense of purposiveness. The implication here is that social concern is somehow a by-product of a strong sense of purpose.

Hypothesis Number 6

"Human-relations skills will increase as purposiveness increases."

Those students who seemed to carry out human-relations skills in a realistic manner also tended to be the students who had a strong sense of purpose. Those students who carried out human-relations skills in a mechanical or pedantic way, seemed to lack this strong sense of purpose.

Hypothesis Number 7

"The strengths of a student's self-image will increase as the intensity of his purposiveness increases."

Those students in the study who seemed to have a weak self-image did not seem to be very purposive at all. This hypothesis suggests that the place to begin is to help the students to develop some purpose, and that this will have a therapeutic effect on their self-image.

Hypothesis Number 8

"Self-image will increase as social concern increases."

This hypothesis implies that concentrating on the needs of others will develop a stronger self-image in students and that concentrating on self-image will not necessarily bring about a congruent amount of change in social concern.

Hypothesis Number 9

"Social concern will increase as human-relations skills are developed."

The data also seem to suggest that those students who were able to be concerned about others in terms of their physical and psychological needs had already developed very strong human-relations skills. This hypothesis implies that asking students to develop social concern who have not already developed human-relations skills, will not result in a significant increase of social concern.

Sentence Completion Test

- data provided by participants

What it is

The sentence completion test used in 1965 (see page 150) is a projection-type test. It generally looks at emotional responses, responses to such sentence stems as:

I get angry when
The thing that makes me happiest is
It makes me sad when

Why used in leaders schools

It was chosen as an instrument to measure personality change in two junior leaders schools using the Social Influence Skills Course in 1965 because -

" 1. The literature indicates that the sentence completion test has considerable merit, validity, and sensitivity to personality change and description.

2. It is easy to administer, and no special training is needed for administration.

3. It is a flexible method in that new sentence stems can be constructed to elicit the desired content."*

It was also used to sample attitudes relevant to the four courses taught in the Christian Social Influence Skills Course: "Self-Image," "Concept of Others," "Communication" and "Christian Convictions."

How sentences were constructed

Items were borrowed from various other sentence completion tests in common use--items that seemed particularly relevant to the particular leaders school experiences. Several new items were added which seemed relevant to each of the four courses mentioned above.

Pre-test of items

Robert Procter of the Character Research Project staff pretested the items with a YMCA Leaders Club and with a non-Y group at one of the high schools.

Those items were kept which gained responses that tapped the content desired and that elicited individual answeres rather than stereotyped responses. Third person stems such as, "No one...," "God is...," "Other people...," were found to be less satisfactory. Unstructured items like, "If I...," "My habits...," "My education..." were eliminated because they did not reflect the content focus we were seeking.

Final selection of items

As a result of the pretesting, forty-five items were retained. (see page 150)

How test was administered - experimental design and why used

The experimental design for each of the two schools is most easily understood by viewing it in chart form (adapted from Table 1 of the 1965 evaluation report).

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*Evaluation and Discussion of Junior Leadership School Programs, William T. Penrod, Robert W. Procter, Reverend M. A. Johnson, Mrs. Edward R. Barker, Jr.; Union College Character Research Project, Schenectady, New York, 1965 (page 5)

Experimental Design

	6 weeks before	Beginning of Leaders School	End of Leaders School	First week in November
Group 1	X	X	X	X
Group II	X		X	X
Group III		X	X	X
Group IV			X	X

The X's indicate when the groups took the sentence completion tests:

Group I took the test all four times.

Group II took the test 6 weeks before the school started, at the end of school and in November.

Group III took the test at the beginning of the school, at the end of the school and after the school during the first week in November.

Group IV took the test at the end of leaders school and after leaders school in November.

Groups I, II, III, and IV were composed of all of the participants from each of the two schools studied. Groups were composed of male and female delegates in the co-ed school and of girls in the girls' school. Ages were from 14 to 17 years. Participants were registered in all four of the social influence skills courses taught. Previous experience in leaders schools was also taken into account.

Reasons for this kind of experimental design

To test for changes which may have occurred during leaders school "before" and "after" testing is needed. All groups except Group IV took the test before the school experience. All groups took the test after the experience was over.

To test carryover of any changes which may have been observed the test was given again to all groups approximately six weeks after returning home.

To control for other factors such as natural growth occurring from other experiences across the time period the test was given to Group I and Group II six weeks before the school opened. Changes occurring during this period could then be compared with changes observed during the school and during the six months following the school.

In other words all possible time intervals in which changes could have occurred were taken into consideration in this design; thus comparisons could be made of groups for each of the time segments.

To see if the actual taking of the test itself influenced any subsequent scores it was possible to compare Group I which took the test four times with Group II and III which took the test three times and with Group IV which took the test only two times. A comparison of Group IV with any of the other groups could show the results of groups which had had previous administration of the test with Group IV which took it for the first time after the leaders school experience.

To see if recency affects responses Group II with six weeks between administration of the tests was compared with Group III which was given the test twice in one week.

How tests were given

Those tests given before the school started and after it was over were mailed to the participants.

Those tests given to Groups I and III at the beginning of the school program were given as part of the registration procedure. A special time was provided at the end of the week for all groups to take the test.

What was learned about the test

As explained in detail in the evaluation report a statistical analysis of results was made on a stratified sample of 92 delegates selected from the 400 delegates in two schools. The sample was selected in terms of age, sex, social influence skills courses taken, and years of experience in leaders schools.

The sentence completion test did not appear to be sensitive to changes which may have taken place during leaders school.

The hypothesis that the sentence completion test scores are a limited measure of a 'maturity factor' is supported by the results of a behavior rating form sent to the delegates' immediate supervisors.

The experience of taking the test did affect the results according to the following observations.

> Repeated taking of the test resulted in shorter responses. Shorter responses resulted in lower scores as fewer maturity factors could be identified. More maturity factors scored from first tests resulted in higher first scores.
>
> There was a large overall decrease in score when the test was given at a six-week interval as compared to the one-week interval at the school.

Shorter responses and a low return on the fourth administration of the test in November probably also reflected boredom, and the irksomeness of the task. (65% returns were realized on the fourth test as contrasted to 95% on the first test.)

What was learned about the leaders schools experience

The hypothesis that the leaders school would lead to an increase in maturity which would be reflected in a higher score on the sentence completion test was not supported. In fact there seemed to be a negative effect. Since scores from Group I were lower on the second testing before leaders school than on the first we can assume that experience with the test itself was an important factor here.

A more mature person, as defined in this study, would have greater interpersonal relationship skills, would be more socially sensitive and would have a higher degree of purpose and conviction. A relationship between social influence skills courses and increasing or decreasing maturity scores was found:

> Participants in the communication course had lower scores on both the pre- and post-tests. (Significance at the 10% level). This did not reflect change but indicated that persons who chose to take the communications course possessed less in the dimensions measured by the sentence completion test than the persons who registered for other courses possessed. Sentence analysis showed a much lower mean score in Sentence Completion Test (see sample) on the following items:
>
> Goal and Purpose
> 12. "The goal in human life is..."
> 38. "My purpose...."
>
> Responses were more self-centered. Responses of others were more idealistic, more sensitive to the idea of being of service to others.
>
> Interpersonal skills
> 14. "When I am critized..."
> 32. "When people disagree with me...."
> 4. "When I know more about something than the other person does..."
>
> The communications group was defensive about criticism. Their reaction was to try to prove themselves right rather than to try to learn from the situation.
>
> This would seem to indicate less maturity on the part of those choosing the communications course. However a more accurate view would be that

two of the groups - The "Self Image" group and the "Christian Convictions" group - were more mature than average. The maturity level of the "Communications" group turned out to be about average for the school.

Recommendations for the future

The most effective uses of the sentence completion test would be:

- To aid in distinguishing levels of maturity between individuals rather than to measure change in maturity during a one-week period.
- To indicate which delegates would be more likely to benefit from this kind of junior leader program.
- To aid in the selection of courses of materials that would be more relevant to the "growth" needs of the delegate.

If a sentence completion test is used again as a "before" and "after" measure a matched form of the test should be used so that the same test would not need to be taken more than twice.

Twelve of the forty-five items on the original test are recommended for future use. These are starred on the test form which follows.

1965 YMCA Leadership Schools: Blue Ridge ____ Springfield ____

Group I II III IV

SENTENCE COMPLETION

NAME ____________________ ADDRESS ____________________

Street

Birth Date ____/____/____ ____________________

Mo. Day Year City State Zip code

Sex ________ Date ____________ Social Skills Course ____________

1. In working with others I have the ability to
2. In a group I
3. I look up to a person who
4. I have found that the best way to stand for my convictions
5. My leadership ability when compared with others
6. Group work
7. When people disagree
8. I feel that most people who meet me for the first time
9. When I am asked to be in charge
10. When I see others doing better than I am
11. Younger children

* 12. The goal of human life is

13. My looks

* 14. When I am criticized

15. I often think of myself as
16. A religious view of life is one that
17. When others make mistakes
18. I feel hurt
19. God seems to

* 20. When I think what another person is saying is not worth much I

---

*Starred items are those recommended for future use.

21. If a new girl (boy) came to school and others did not like her (him)

22. In giving orders to others I

23. When odds are against me

* 24. If I don't get along with a person

25. My philosophy of right and wrong is

* 26. People who are unpopular

* 27. Compared with others

28. I am ashamed

29. Many people find it difficult

30. What I want out of life

31. I think people are

* 32. When people disagree with me

33. If I had a chance to have anyone to choose as my friend I would pick a person who

34. When left in charge of other people

35. I like working with people who

36. People annoy me

37. My successes are largely due to

* 38. My purpose in life

39. I believe that human beings

40. People in authority

* 41. When I know more about something than the other person does I

* 42. Sometimes when I get tired of listening to what another person is saying I

43. I try to help other people by

44. When a person irritates me

* 45. If other people think I'm wrong about something and I think I'm right

Personality Rating Scale

- data provided by local YMCA supervisors

What it is

The Personality Rating Scale (see sample) used at the New England Area School in 1965 consisted of 28 questions about the junior leaders' personality traits, attitudes and behavior to be filled out by the immediate supervisor in the local YMCA. It was developed from an Adolescent Questionnaire.*

Why it was used

The purpose of a YMCA leaders school is to produce more effective junior leaders as a result of having attended the school. The measure of the effectiveness of the program has to be considered in terms of the behavior of the delegate in his home YMCA. Various kinds of tests can be devised to measure what we call "maturity," "effectiveness," or "growth," but there has to be some relationship between what is measured through tests or written material and the actual behavior desired.

Who filled it out

Both "before" and "after" scales were provided by the local supervisor from observation of the actual behavior and attitudes of the delegates. Instructions to the supervisor make up the first page of the form. The forms were mailed directly to the supervisors.

What does the scale measure

This is a rather gross rating scale that measures a number of personality traits. The total score, derived from the rating for each of the items, gives a score that reflects "how much" of these traits an individual possesses. The assumption is made that the greater the amount of these traits possessed, the more mature one is. This appears to be a value assumption when the rating-scale items are examined. The accepted opinion, by general agreement, is that a person is becoming more mature as he moves toward such qualities as ability to cooperate with others, ability to profit from criticism, etc.

---

* Ligon, Ernest M., Their Future is Now. The Macmillan Company, New York, 1947, pp 303-315.

What was learned

It was found that the scores on the rating scale were significantly related to scores on the Sentence Completion Test in a positive direction. A correlation was also computed between the maturity scores on the goal sheets and the rating scale scores. This showed significant results again.

Implications for the future

A good rating scale could be of enormous value in the evaluation of the effects of a leaders school. Items for the scale could be obtained at the local YMCA level. Personality traits and behavior which seem to characterize the successful leader could be used.

Experimental groups (those who attend leaders school) and control groups (those who do not attend leaders school) could be evaluated on the same scale. The supervisor could prepare scales for junior leaders in both of these groups before and after the leaders school experience. This would give some idea of what may have been learned in the leaders school experience.

Whether or not results of the scale were compared, the very act of observing the junior leader and filling out the form would give the supervisor valuable information for the local training program.

The scale might also be used directly with the junior leader as a training device.

1965 Springfield Leader's Conference

PERSONALITY RATING SCALE *

Name of person rated ______________________________

Name of Rater ______________________________

Title ______________________________

Address ______________________________

____

INSTRUCTIONS

This rating scale is very important to our research design for the 1965 Springfield Leader's Conference. A Sentence Completion test is being administered to the delegates before and after the Conference to detect changes that might occur as a result of the week's training. Along with this data are needed observations of persons other than the delegates themselves. This will help us to evaluate the effectiveness of the Sentence Completion test and also to provide additional data to evaluate changes that might occur in the delegates. Therefore, we are asking you to respond to the items of the rating scale both now and again sometime in the fall.

The delegate who gave you this form was instructed to give it to someone who had the opportunity to observe her behavior in YMCA situations. Try to respond to all items, but if you are unable for any reason to make a judgment, you may leave the item blank.

You are to rate the individual for each characteristic on the scale by placing a check mark over the number you feel represents "how much" the individual has of the characteristic. Your judgment should indicate the relative position of the youth in relation to other persons of the same age and sex. The only worthwhile rating is the most accurate one you are capable of making.

The cues along the scale are written to help you interpret the relative meaning of the numbers.

After you have finished (it should take only 10-15 minutes), place the scale in the enclosed addressed envelope and mail.

We sincerely appreciate your cooperation.

---

* Character Research Project, Schenectady, New York

1. What is her attitude toward her own natural endowments?

0 1 2 3 4 5 6 7 8 9 10

Feels unhappy and inferior — very accepting

2. How often does she tend to blame others for her failings?

0 1 2 3 4 5 6 7 8 9 10

Constantly — sometimes — never

3. How likely is she to be aroused by anger by the following types of causes?

Frustration of her wishes ___
Being delayed in doing something ___
Real or imagined injustice to herself ___
The principle of the thing ___
Standing up for her rights ___
Criticism by others ___

0 1 2 3 4 5 6 7 8 9 10

Almost always — sometimes — never

(Place number point of scale on the line to the right of each statement)

4. How good a follower is she?

0 1 2 3 4 5 6 7 8 9 10

Will not join a group she cannot dominate — Prefers to lead but will follow to some extent — Gives splendid support to the leader

5. How sensitive is she to public opinion?

0 1 2 3 4 5 6 7 8 9 10

Very fearful of public opinion — Some fear of what others think — Always has the courage of convictions

6. How dependent is she on applause and appreciation for satisfaction in her work?

0 1 2 3 4 5 6 7 8 9 10

Cannot work without it — Almost equally important with job well done — Likes praise but not major importance

7. How much initiative does she have?

0 1 2 3 4 5 6 7 8 9 10

Gives up easily — High degree of self-direction

8. How much is she given to meeting strangers and making them feel at home?

0 1 2 3 4 5 6 7 8 9 10

Very shy and avoids crowds	Greets strangers but feels ill at ease	Splendid mixer; makes everyone feel at home

9. How fully and actively does she recognize the value of social cooperation?

0 1 2 3 4 5 6 7 8 9 10

Never cooperates at all	Willing to do her share	Cooperates completely in any capacity

10. How often does she experience anger?

0 1 2 3 4 5 6 7 8 9 10

Very often	Sometimes	Never

11. Is she capable of liking people and serving them even if they are sometimes unjust to her?

0 1 2 3 4 5 6 7 8 9 10

Revengeful	Sometimes	Able to forget and forgive

12. How much social effectiveness does she have?

0 1 2 3 4 5 6 7 8 9 10

Total lack of effectiveness	Very effective

13. How well does she cooperate with people who are in authority over her?

0 1 2 3 4 5 6 7 8 9 10

Very negativistic and obstinate	Excellent spirit of cooperation

14. Is she unusually sensitive, that is, are her feelings easily hurt?

0 1 2 3 4 5 6 7 8 9 10

Very sensitive	Not at all sensitive; can profit by criticism

15. How much interest and sensitiveness does she show to the wishes and activities of those about her?

0 1 2 3 4 5 6 7 8 9 10

Entirely self-centered	Shows some interest	Very alert to wishes of those about her

16. How much knowledge and sympathy has she with the conditions and needs of classes and groups less fortunate than herself?

0 1 2 3 4 5 6 7 8 9 10

Does not even know anything about their condition	Little interest	Very great interest

17. How keen is her sense of fair play?

0 1 2 3 4 5 6 7 8 9 10

Wants to win at any cost	Never breaks a rule but refuses to play game she cannot win	Tries to see that everyone has a chance of winning

18. How good a team player is she?

0 1 2 3 4 5 6 7 8 9 10

Refuses to play on the team except for her own glory	A good team player if she gets some glory	Willing to submerge own personality for team success

19. What is her attitude toward wallflowers or unpopular members of the group?

0 1 2 3 4 5 6 7 8 9 10

Often very unkind and rude	Tends to be different	Goes out of her way to see that they have a good time

20. What is her attitude toward younger children?

0 1 2 3 4 5 6 7 8 9 10

Teases them or bullies them	Helps them occasionally	Willing to spend time helping them with their games & other activities

21. How completely does she respect property rights?

0 1 2 3 4 5 6 7 8 9 10

Takes whatever she wants that she can get	More often than not	Completely

22. What is her concept of righteousness or being good?

0 1 2 3 4 5 6 7 8 9 10

Entirely negative	Somewhat negative	Challenging and positive

23. What kind of moral principles govern her behavior?

0 1 2 3 4 5 6 7 8 9 10

Definitely immoral	Normal for age	Splendidly wholesome

24. How much genuine understanding does she have of the teachings of Jesus?

0 1 2 3 4 5 6 7 8 9 10

None at all	Some but not very thorough	Very thorough and profound

25. What is her attitude toward suffering and social injustice in the world?

0 1 2 3 4 5 6 7 8 9 10

Pessimistic and bitter	Does not think much about it	Challenge to learn spiritual laws of friendly universe

26. What is her reaction to popularity?

0 1 2 3 4 5 6 7 8 9 10

Frequently disregards others to gain popularity	Usually conforms to ideals of the crowd and does what they do	Enjoys popularity but has courage of conviction

27. What is her concept of God?

0 1 2 3 4 5 6 7 8 9 10

Believes there is none	Powerful but impersonal	Friendly & powerful

28. How completely does she carry out the dictates of her conscience when it costs something in effort or sacrifice?

0 1 2 3 4 5 6 7 8 9 10

Never does	Sometimes	Always

Semantic Differential

- data provided by participants

What it is

A Semantic Differential form (see sample) is intended to measure meanings of things. Meanings are influenced by perceptions. For instance, in 1963 we wanted to see how participants perceived such things as "The YMCA," "Junior Leaders School," "Person I'd Like Most to be Like," "Person I'd Like Least to be Like," "God," "My Ideal Christian," "My Ideal Jew," "My Ideal Junior Leader," "Myself."

If you will refer to the instructions and form you will see descriptive adjectives arranged in opposites on a page. Each person, or thing, to be described is put at the top of a separate page.

How it was used

Each person was given the set of pages at the first group meeting and asked to carry out the instructions. In 1963 the process was repeated again at the end of the week.

Report of results

The late Dr. Barbara Foster stated in her report of the findings, December 1963, "As far as using the adjectives to describe the nine persons or things, the amount of change from the first day of the week to the end of the week was small." However she noted three points at which considerable change had been indicated.

The evaluative factor of the concept of "myself" showed the greatest change, and this change seemed large enough to have been considered significant, though no test of significance was made. The interpretation given was that greater insight into self and greater acceptance of self had been gained. This was represented by movement in the following directions from the form marked "Myself":

"Unfair" toward "fair"
"Hazy" toward "clear"
"Insincere" toward "sincere"
"Bad" toward "good"
"Rough" toward "smooth"

A similar strong movement was evident in junior leader evaluation concepts of God. Potency concepts of God also increased to a marked degree with movement in the following directions on the form marked "God":

"Sad" toward "happy"
"Soft" toward "hard"
"Dull" toward "sharp"
"Weak" toward "strong"

Chart of responses

As you will note on the "Chart of Responses" (see sample) changes in the frequency of responses were determined for each of the nine categories of persons or things. In analyzing the data three "Clusters of Meaning" are used: "activity," "evaluative" and "potency." Positive movement is movement from the descriptive terms in the left column toward those in the right column. Negative movement is in the opposite direction. "0" indicates no movement. "N.A." is the number of persons who gave no answer. The frequency differences both + and - are in terms of numbers of persons who showed change between the first and second use of the instrument. "M" or the Mean for the group was determined.*

Program clues

Regarding the increase in self understanding, each year that training in human relations skills has been given growth in terms of self understanding has been noted.

The changes in perceptions about God were most intriguing. How might such changes have occurred? One startling worship program was developed by one of the small groups in this particular school. For the two years preceding, a custom had developed of having a brief worship program out under the stars as part of a cookout and camp fire program. The program in 1963 started as before with people stationed along the path with candles to light the way toward a clearing where a cross was suspended at the far end. As usual, all persons silently moved along the path in the darkness and took their places in the clearance, leaving an opening down the center. The group responsible for the program came down the center aisle, taking their places in front of the audience. One girl stepped forward and sang "One God." The hushed silence which fell around the participants was pierced by a voice from the back of the opening shouting, "There is no God." The voice became a person who moved toward the performers continuing to shout in anger and challenge- "There is no God - how can you prove that there is?" The others responded- "You say there is no God - then tell us who made this place of beauty? Where did the stars come from? Who made the trees?" and other such questions. The worship ended almost as soon as it had begun with the dissenter joining the group in singing "One God" as they all filed out through the darkness with their candles. After recovering from the shock the audience silently walked back along the path lighted by the candles to the campfire.

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* For additional information about the Semantic Differential see the book Measurement of Meaning, Charles E. Osgood, George J. Suci and Percy H. Tannenbaum. Urbana, Ill.: University of Illinois Press, 1957.

Was it contrast of ideas? Was it shock? Or was it even this experience that might have stimulated change? It must have made an impression, for the following summer girls who returned were still talking about this particular event.

SEMANTIC DIFFERENTIAL

Name:____

Age: Years__________ **Months**__________

Junior Leader's Group:__________________

How Many Months a Junior Leader:________________________

Instructions

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each of the following pages you will find a different concept or person to be judged and beneath it a set of scales. You are to rate the concept or person on each scale in order.

Here's how you use the scales:

Let us assume you are asked to judge one of your teachers. You will find at the top of the page the word, TEACHER.

1. If you feel that TEACHER is very closely related to one end of the scale, place a mark as follows:

fair ⊗ ○ ○ ○ ○ ○ ○ unfair

(or)

fair ○ ○ ○ ○ ○ ○ ⊗ unfair

2. If you feel that TEACHER is quite closely related to one end of the scale (but not extremely), place a mark as follows:

strong ○ ⊗ ○ ○ ○ ○ ○ weak

(or)

strong ○ ○ ○ ○ ○ ⊗ ○ weak

3. If you feel that TEACHER is only slightly related to one side as opposed to the other (but is not really neutral) place a mark as follows:

active ○ ○ ⊗ ○ ○ ○ ○ passive

(or)

active ○ ○ ○ ○ ⊗ ○ ○ passive

4. If you consider TEACHER to be neutral, and both sides of the scale are equally associated, then place your mark in the smallest center circle as follows:

safe ○ ○ ○ ⊗ ○ ○ ○ dangerous

Remember: The direction toward which you mark depends upon which of the two ends of the scale seems most characteristic of the thing you are judging.

Sometimes you may feel as though you've had the same item earlier in the test. This will not be the case, so do not look back and forth through the items. Don't bother to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impression and immediate feelings that we want. On the other hand, please do not be careless, because we want your true impressions.

Are there questions?

Now, turn the page and proceed quickly but carefully.

The Y.M.C.A.

happy	○	○	○	○	○	○	○	sad
unfair	○	○	○	○	○	○	○	fair
clear	○	○	○	○	○	○	○	hazy
relaxed	○	○	○	○	○	○	○	tense
hard	○	○	○	○	○	○	○	soft
sincere	○	○	○	○	○	○	○	insincere
active	○	○	○	○	○	○	○	passive
dull	○	○	○	○	○	○	○	sharp
formal	○	○	○	○	○	○	○	informal
bad	○	○	○	○	○	○	○	good
emotional	○	○	○	○	○	○	○	rational
serious	○	○	○	○	○	○	○	humorous
hot	○	○	○	○	○	○	○	cold
strong	○	○	○	○	○	○	○	weak
rough	○	○	○	○	○	○	○	smooth

A similar form to the one above is provided with each of the following headings: "Junior Leaders School," "Person I'd Like Most To Be Like," "Person I'd Like Least To Be Like," "God," "My Ideal Christian," "My Ideal Jew," "My Ideal Junior Leader," "Myself."

SEMANTIC DIFFERENTIAL

Chart of Responses

Y.M.C.A.

Frequency Difference*

	Act.	Eval.	Pot.
-	23	17	27
+	33	37	25
0	6	9	11
NA	15	14	14
M=**	0.0	0.82	0.16

Junior Leaders School

Frequency Difference

	Act.	Eval.	Pot.
-	26	18	22
+	22	28	31
0	10	14	7
NA	19	17	17
M=	-.29	0.42	0.73

Ideal Jew

Frequency Difference

	Act.	Eval.	Pot.
-	28	15	20
+	19	24	32
0	17	23	10
NA	13	15	15
M=	-0.31	0.63	0.65

Like Most To Be Like

Frequency Difference

	Act.	Eval.	Pot.
-	22	15	29
+	23	19	23
0	17	29	12
NA	15	14	13
M=	-0.18	0.19	-0.34

Like Least To Be Like

Frequency Difference

	Act.	Eval.	Pot.
-	19	19	19
+	22	15	23
0	20	29	22
NA	16	14	13
M=	0.24	-0.52	0.33

God

Frequency Difference

	Act.	Eval.	Pot.
-	28	11	14
+	18	26	37
0	11	23	10
NA	20	17	16
M=	-0.21	1.67	1.21

Ideal Christian

Frequency Difference

	Act.	Eval.	Pot.
-	19	13	20
+	24	26	28
0	18	25	15
NA	16	13	14
M=	0.30	0.67	0.19

Ideal Junior Leader

Frequency Difference

	Act.	Eval.	Pot.
-	16	11	27
+	21	16	11
0	12	22	11
NA	28	28	28
M=	0.18	0.10	0.86

Myself

Frequency Difference

	Act.	Eval.	Pot.
-	32	13	27
+	21	45	27
0	11	6	11
NA	13	13	12
M=	-0.66	2.02	0.09

CLUSTERS OF MEANING

1 2 3 4 5 6 7

Activity

Relaxed	Tense
Passive	Active
Informal	Formal
Rational	Emotional
Cold	Hot

Evaluative

Unfair	Fair
Hazy	Clear
Insincere	Sincere
Bad	Good
Rough	Smooth

Potency

Sad	Happy
Soft	Hard
Dull	Sharp
Serious	Humorous
Weak	Strong

* Frequency Difference is th number of persons changin between the 1st and 2nd use of the instrument.

** M is the Mean amount of change for the total grou

Behaviors in a Group *

- data provided by participants

What it is

This forced-choice paired-comparison instrument (see sample) is easy to administer and to score.

It helps a person to see how nearly his perceptions of his own behavior corresponds with others' perceptions of his behavior. When given before and after a training experience changes in perceptions can be identified.

How it was used

Each person in the small group was given the same number of copies as there were persons in his group. On each sheet he wrote a group member's name. On one he wrote his own name. Then he chose one of the words in each of the pairs of words which best describes that person's behavior. A decision was made for each pair.

What was learned

Study of the data collected in 1964 revealed significant movement toward greater self-understanding on the part of participants.

Further suggested uses

In addition to its use in observing changes in self-understanding the forced-choice instrument could also be utilized in problem solving. This device would be helpful when there is difficulty selecting directions or priorities from a single list of alternatives. The alternatives could be combined in pairs, each with each other. Through this method participants could be encouraged to give thoughtful consideration to each alternative in relation to the others.

---

* Instrument designed by James D. Raths, Assistant Director, Bureau of Educational Research and Field Services, University of Maryland, College of Education, College Point, Maryland

BEHAVIORS IN A GROUP

The following words describe various behaviors you might see in a group:

1. Agrees is a word that may describe a person who is rather willing to go along with a group decision, whatever it is.
2. Argues is a word that may describe a person who doesn't agree with the group's decisions and who insists that the group should re-think its plans.
3. Contributes is a word that may describe a person who makes suggestions for a group to consider.
4. Directs is a word that may describe a person who tries to make arrangements or carry out plans by assigning tasks to certain group members.
5. Dreams may describe a person who pays little attention to what is going on. This person really is not "part" of the group.
6. Follows may describe a person who doesn't contribute much to the discussion but who does what he is told.
7. Jokes may describe a person whose contributions to the group are funny stories or funny comments.
8. Listens is a word that may describe a person very interested in the group's project - but for the moment can't think of any contributions.

NAME______________________________For the person listed above, circle the one word in each pair that best describes her behavior in a group.

argues-jokes

directs-dreams

follows-listens

dreams-contributes

listens-contributes

jokes-contributes

listens-agrees

directs-argues

directs-listens

directs-contributes

follows-dreams

dreams-agrees

contributes-follows

dreams-jokes

argues-agrees

jokes-listens

follows-jokes

jokes-directs

argues-contributes

agrees-follows

agrees-jokes

argues-dreams

agrees-contributes

agrees-directs

listens-argues

follows-argues

dreams-listens

directs-follows

Evaluations of Junior Leader Performance Made by School Staff Members

Procedures for staff evaluation of a junior leader's performance have been few. Three distinctly different approaches are described in the pages which follow:

"Team Adviser's Rating of Junior Leader," developed in the Boston School by the junior leaders themselves.

"Gymnastic Program Individual Evaluation Form," developed by the gymnastics instructor at the New England Area School.

"Staff Discussion," a procedure used on the last night of the Blue Ridge Leaders School to get staff observations of junior leaders progress during the week.

Team Adviser's Rating of Junior Leader

Why was it developed

This rating was requested spontaneously by the trainees at the Boston YMCA Training Institute in 1965.

Toward the middle of the week dissatisfaction with the attitudes of some of the participants was expressed by peer group members. They felt that the learning opportunities were less effective due to the "goofing off" attitudes of some of the boys and girls.

How it was developed

Those who were not happy with the situation asked if a group meeting could be called. One participant agreed to serve as discussion leader. He explained why the meeting was called and.encouraged as full and open consideration of the problem as possible. During the discussion agreement was reached that some sort of staff evaluation of each participant should be made at the end of the week. Each small group in the school program agreed to appoint a member to help develop a rating scale with the assistance of one of the staff members. A copy of the scale appears.

How ratings were used

Results of the adviser's ratings were shared with each person rated. The person rated could talk with his adviser if he wanted more information about the rating given to him, or if he wanted the adviser to understand him better. He could also add his own comments to the sheets before they were sent to the related local YMCA staff members.

What was learned

This procedure proved to be a creative contribution to solving a problem. A noticeable improvement in the learning climate was observed.

The individual who initiated the meeting and participated in the development of the rating scale had difficulty accepting the fact of his influence with the adult leaders. Being "shook up" might best describe the impact of this kind of an experience on an inner city member of a youth gang who happened to be a Negro.

Name of Junior Leader____________________

Name of Team Advisor____________________

DATE____________________

TEAM ADVISOR'S RATING OF JUNIOR LEADER*

Instructions: Encircle the number which describes the performance

											Score
Attitude											
Evidences positive rather than negative attitudes	1	2	3	4	5	6	7	8	9	10	
Effort											
Makes an effort to learn	1	2	3	4	5	6	7	8	9	10	____
Tries to help others	1	2	3	4	5	6	7	8	9	10	____
Participation											
Expresses opinions and ideas	1	2	3	4	5	6	7	8	9	10	____
Responds to ideas and suggestions	1	2	3	4	5	6	7	8	9	10	____
Follows through with action	1	2	3	4	5	6	7	8	9	10	____
Gives ideas which are acceptable to the group	1	2	3	4	5	6	7	8	9	10	____
Cooperates with others	1	2	3	4	5	6	7	8	9	10	____

Total Score______

Average______

Comments of the Junior Leader:

---

* Developed by a group of eclected junior leaders from each of the basic groups at the Boston YMCA Leaders Training Institute - 1965

Gymnastics Program Individual Evaluation Form

What it is

The following form takes into account several important objectives: progress in performance, attitudes, fitness and leadership. It provides a running account throughout the week, stressing "before" and "after" observations of attitudes.

How it was used

After each class the assistant teachers who were responsible for small groups of participants filled out the requested information on each group member. At the end of the program results were discussed and forms were turned in to the director of the program.

What was learned

This form proved to be one more step toward understanding the integration of personal growth objectives, as identified in the "Leaders Unlimited" program, with the physical skills, fitness and teaching skills objectives of one of the key physical program areas, namely gymnastics.

GYMNASTICS PROGRAM
INDIVIDUAL EVALUATION FORM

NAME:____ AGE:__________

YMCA:__________________________

GYMNASTIC EXPERIENCE: (circle one) None Beginner Intermediate Advance Competitive

NO. OF YEARS:______________ RATE EVENTS*: T __ RT __ FE __ BB __ SHV __ UPB __

BEGINNING ATTITUDE:____
(How do you feel about it)

EVALUATOR:____

	Class Performance & Progress	Attitude	Fitness Level	Leadership	Other Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

FINAL ATTITUDE:

FINAL COMMENTS BY EVALUATOR:

---

* Events: Tumbling, Rebound Tumbling, Free Exercises, Balance Beam, Side Horse Vault, Uneven Parallel Bars

Form prepared by Robert Laundy, New England Area School, 1965

Staff Discussion

What it is and how it has been used

It is a custom on the last night of The Blue Ridge Leaders School to have the staff meet together to consider the progress made by each junior leader during the week. As each participant's name is called off each staff member who has had a continuing relationship with the junior leader, as instructor or small group adviser, indicates the amount of achievement observed in performance of physical skills, teaching skills and attitudes. Results are reported back to the local YMCAs with recommendations.

Why it is continued each year

Realizing that he or she will be called upon at the end of the program to evaluate individual performance each staff member makes a special effort to get to know each junior leader as soon as possible.

Junior Leaders with interest and ability in teaching are encouraged to develop their skills further and to return to subsequent schools. Sometimes persons attend the schools who are only interested in developing their own physical skills; unless a teaching interest develops it is suggested to local YMCA supervisors that such persons not return another year since heavy emphasis is placed on teacher training.

Communication is established with local YMCAs through the follow-up reports sent to the local supervisors. This process seems to be appreciated locally.

School Program Evaluations

Two rather unusual approaches to evaluating the total school program are described here. The first, "Evaluation Responses," was carried out through a total-group discussion with the participants. The second involves an independent observer who was invited to the pre-school training program and to two days of the actual program. How the observer functions and what he had to say about the program are explained. Some selected samples of written evaluation forms by the staffs of the various schools are also included as exhibits.

Evaluation Response

- provided by participants

What it was

A very effective process of participant evaluation through a plan of guided discussion about the school program was conducted in 1964 in the New England Area School by James M. Hardy, Executive of the National Board of YMCAs Research and Development Services.

How it was conducted

Toward the end of the training experience all of the participants met together in a total-group discussion of approximately 85 junior leaders. The group was asked to help in the evaluation of the school program so that improvements could be made in the year to follow.

It was explained that responses to the questions would be put on the board and that everyone would be given an opportunity to express her own feelings.

Two questions were asked:

> "What do you feel have been the most valuable experiences of this year's leaders school?
>
> What seems to you to have been less valuable experiences?"

Programs and experiences were listed on the blackboard by one of the staff members as they were brought up in the discussion. Twenty-seven items resulted, including such things as -

Morning gymnastics
Induction service
Morning small group meetings (Human Relations Training Groups)
Junior leader groups (evening basic groups)
The idea of goal-setting

(See page 177 for additional listings)

Items were then numbered on the board from 1 to 27, and participants were each given a blank sheet of paper with numbers from 1 to 27. They were asked to answer the question -

"How would you describe your experiences here this week?"

A key was provided for responding:

5 - very valuable for me
4 - quite valuable
3 - somewhat valuable
2 - not too valuable
1 - not valuable at all

Beside the number designating the item, respondents were asked to put the number above which best described how they felt about the related item. For instance, if a person felt that morning gymnastics were very valuable she would write -

1 - 5

If she felt afternoon gymnastics were somewhat valuable she would respond

2 - 3

At the end of the 27 items two additional questions were asked -

1. What were the two most important things you learned at leaders school?
2. If you should return to leaders school next year what are the things that you would like to see changed?

How responses were coded

Mean scores were determined for all items for first-year students and for students returning for two or more years.

A rank order was then prepared.

Reference to the results (see page 177) gives a fairly clear picture of how valuable the participants viewed the various aspects of the program. Free responses to the open-end questions were more difficult to summarize.

What was learned

First-year students felt gymnastics and the diving class were of the greatest value to them. The Induction Service, the morning small group meetings (for human relations training) the meditation program and the newspaper were considered "quite valuable."

Second-year students joined the first-year participants in rating of "greatest value" the afternoon gymnastics and the diving class. They saw the Induction Service, modified sensitivity training and lesson planning, in that order, as being "quite valuable."

Open-end response to the question asking for the two most important things learned revealed the following -

For First Year students:

54 percent considered learning physical skills one of the two most important things learned.

37 percent mentioned "learning better teaching methods."

25 percent said they learned to speak up in groups.

20 percent mentioned "important interpersonal relationships".

For returning students:

50 percent mentioned "understanding myself."

50 percent mentioned "understanding and helping others."

29 percent said they learned to speak up in groups and overcome shyness.

The above open-end response on the part of returning students who partipated in the modified sensitivity program encourages continued exploration into this method of training for achieving objectives of increased self-understanding and helping others.

EVALUATION RESPONSES *

1964 New England Area YMCA Girl Leaders School

WHAT I THINK ABOUT MY EXPERIENCE HERE

Key: 5 - Very valuable for me
4 - Quite valuable
3 - Somewhat valuable
2 - Not too valuable
1 - Not valuable at all

Items Evaluated (in order of First Year Students' responses)	MEAN SCORE		RANK ORDER	
	First Year Students	Returnees	First Year Students	Returnees
1. Morning gymnastics	4.9	4.5	1	4
2. Afternoon gymnastics	4.6	4.6	2.5	1.5
3. Diving class	4.6	4.6	2.5	1.5
4. Games of low organization	4.3	4.5	4.5	4
5. Stunt Night	4.3	4.0	4.5	10
6. Badminton class	4.2	3.8	7.5	11.5
7. Competitive swimming	4.2	3.5	7.5	16.5
8. Induction Service	4.2	4.5	7.5	4
9. Marching competition	4.2	3.1	7.5	20.5
10. Morning small group meetings	4.1	-	11.5	-
11. Volleyball class	4.1	3.8	11.5	11.5
12. Meditation	4.1	4.1	11.5	9
13. Newspaper	4.1	4.2	11.5	7.5
14. Evening presentation by local clubs	3.9	3.7	14	13
15. National Athletic Achievement Program	3.8	3.4	16	19

---

* Results of responses to items identified in the discussion are reported here. Responses to open-end questions have been omitted.

Items Evaluated	MEAN SCORE		RANK ORDER	
	First Year Students	Returnees	First Year Students	Returnees
16. Synchronized swimming	3.8	3.1	16	20.5
17. Afternoon aquatics	3.8	3.5	16	16.5
18. Junior leader groups (evening)	3.6	-	18.5	-
19. The afternoon schedule of two (2) activities	3.6	3.5	18.5	16.5
20. Career panel	3.5	3.5	20.5	16.5
21. The idea of goal-setting	3.5	3.6	20.5	14
22. Morning small group presentation	3.2	-	22	-
23. Lesson planning	3.0	4.2	23	7.5
24. The separation of first and second year leaders	2.4	1.7	24	23
25. The amount of free time	2.2	3.0	25	22
26. The rule concerning open doors after lights out	2.1	1.6	26	24
27. Sensitivity Training Groups	-	4.3	-	6

School Program Observations

- made by an independent observer

What was done

Great stimulus to careful thinking about school methods used to achieve school goals was experienced in 1964 in the New England Area School. Dr. Jean D. Grambs, (Department of Secondary Education, University of Maryland,) was invited to attend the school as an independent observer. Drawing upon her work in teacher training as well as several earlier experiences, including the high school YMCA study program in San Francisco under the leadership of Roy Sorenson and the late Dr. Hedley Dimock, and a variety of YWCA training programs, she was asked to observe the pre-school training and the leaders school program itself. Observations were made of the two days of staff training and of the program on the first and on the next-to-last days in a thirty-eight page report prepared by Dr. Grambs.

Development of a true-false statement

Both to stimulate further thinking on the part of the staff and to compare staff members' perceptions and reactions to observations reported by the observer a true-false statement was prepared. Reference to this form (see page 203) will show how the feelings, opinions and suggestions of the staff were elicited through this procedure. A broad response was received, the results of which lent added support for some of the subsequent changes made.

What was learned

Dr. Grambs had the following to say about the overall experience,

> "Observing this school in action, even briefly was a rewarding and valuable experience...Many girls, in the few short days of the school, had an experience which will live with them for many fruitful years. In the kind of world in which these girls are growing up, such an experience can contribute significantly to positive personal growth."

During a discussion period held with the staff toward the end of the school week Dr. Grambs shared her perceptions with the group. Eyes were opened to possible inconsistencies between hoped-for accomplishments in terms of school goals and methods, and certain procedures which seemed to be working in opposition to desired directions. A few examples might serve to illustrate the point.

One objective of the school was to help junior leaders become more inner-directed. The daily goal-setting process was introduced as a method for achieving this objective. Certain blocks to achievement were observed: a tightly outer-controlled schedule, a point system to encourage certain kinds of learnings desired by adults, staff members working with small basic groups who were not yet clear about how to encourage self-initiated learning, and a heavy schedule of school tasks assigned to the small groups, the accomplishment of which became the major objective rather than the self-enlightenment needed to stimulate inner-directed learning. In subsequent years the point system was eliminated and the election of a school council to assist with daily planning was initiated.

The importance of human relations training was recognized but content for this training did not appear to be sufficiently relevant to the role of the junior leader. Some work has since been done on this in terms of identifying specific value learning experiences which have occurred in physical education, recreation and junior leader club experiences. These experiences have been used in various ways in the skills training classes and small group meetings. Knowledgeable use of the various promising methods which have been turned up and the interrelated impact of each of these methods upon an individual's growth and the release of his potential is still a wide open field for experimentation and study.

Questions were asked about the kind of girls attracted to a physical education junior leader training program. Are some girls who may choose to work with younger children having difficulty in their own peer relationships with members of the same or opposite sex? Are these girls given some assistance in accomplishing the important developmental task of relating to their peers? Certainly the same question could be asked about boy junior leaders. Are girls with a particular need for physical activity helped to deal with cultural pressures which discourage strenuous physical expression by labeling it "unfeminine"? A recent unpublished study calls attention to the mentally unhealthy results experienced by women who have complied with societal demands which oppose and discourage expression of their athletically-inclined nature.

Value of involving key resource persons from related fields

Involvement of creative resource persons from outside the YMCA in a process of mutual exploration for improved training and evaluation methods is resulting in greater appreciation of the potential contributions of the YMCA to human growth and development. Specialists from other fields who are invited to work with us, rather than for us, respond with the same enthusiasm as do our members when they are involved in a mutual effort of working together.

Program Evaluations Developed by the Schools

Each year on the last day of the program some kind of evaluation of the total school experience is requested from the participants. Samples of the following are included in the appendix:

Southwest Leaders School 1963 Evaluation Sheet, page 207
Blue Ridge Leaders School 1964 Leaders Evaluation, page 208
Trainee's Evaluation - Boston Metropolitan School - 1965, page 211
General Evaluation of New England Area Leaders School - 1965, page 210

These evaluation forms were developed by the staff leaders of each school who also prepared their own reports of the findings.

Follow-Up Evaluations

Some attempts to secure follow-up evaluations have been described earlier. While those which are included here have some personal growth dimensions they are also concerned with various aspects of the school program and how to improve it. The questionnaires were sent to parents and to local YMCA staff members. The interviews were conducted with local YMCA staff members and with former participants in the school program.

Questionnaire to Parents

What was done

In 1964 James D. Raths, Assistant Director of the Bureau of Educational Research and Field Studies of the University of Maryland, prepared a follow-up questionnaire which he sent directly to parents of participants in the New England Area School five months after the leaders school experience. A random sample of twenty parents was selected from a list of the names of the ninety-three girls who attended the 1964 Girl Leaders School. This sample was stratified so that a representative number of returnees and non-returnees were included. Out of the twenty questionnaires mailed, only seven (35 percent) were returned.

Results were mailed directly to Dr. Raths. The detachment of this evaluation from the organization sponsoring and directing the training experience was felt would encourage more frank and perhaps critical responses.

The covering letter and form used are included in the appendix. (see page 213)

What was learned

No conclusions could be drawn from such a limited response. While objectivity in responding may have been increased through the direct relationship between the university and the parents insufficient motivation on the part of the parents to respond was a very limiting factor.

Questionnaire for Supervisors of Junior Leaders

What was done

As a part of the follow-up evaluation of the New England Area Leaders School in 1964* a questionnaire was prepared and sent to local YMCA staff members who had junior leaders participating in the program. It was mailed directly from the University of Maryland to the YMCAs five months after the school with a covering letter. (see page 215)

In all, thirty-four questionnaires were mailed. Two weeks after the deadline for response special delivery letter follow-ups were sent. Nineteen questionnaires, or 56 percent of the total number of questionnaires mailed were returned.

It should be noted that responses from those to whom telegrams were sent tended to be more critical than the others.

What was learned

Even though the sample was not considered representative of the entire population of YMCAs which sent junior leaders to the 1964 school several meaningful and important comments were received.

The quality of work performance of junior leaders was observed to have improved in terms of greater enthusiasm, more confidence and poise and better ability in handling teaching.

Greater involvement of local staff members seemed an important consideration in future planning both for purposes of staff training and interpretation of school methods and objectives and in planning a school training program to meet local needs more effectively. This may be illustrated from the following statements taken from the report.

"In brief, the consensus among supervisors demonstrated a felt need for:

1. A program at the leadership schools that is more congruent with the programs of the local YMCAs. Emphases on self-concept, sensitivity training, etc. seemed out of bounds to a number of respondents.

2. The central criticism of the school's program was a lack of emphasis on the teaching of skills.

---

* Evaluation made by James D. Raths, Assistant Director, Bureau of Educational Research and Field Services, University of Maryland, College of Education, College Park, Maryland.

3. Some of the local supervisors also expressed a need for a statement from the YMCA leaders school evaluating the progress of each youngster attending the school in terms of the youngsters' proficiency and teaching ability."

A final observation was made about the emphasis of the school on democratic procedures in contrast to local junior leader selection procedures. Few YMCAs indicated that their junior leader participants had been elected or selected by their peers.

Follow-Up Evaluation Through Interviews

What was done

In May of 1965 interviews were conducted in three local YMCAs which had sent junior leaders to the 1964 New England Area School. (See pages 219 and 222 for samples of interviews.)

The purpose was to get more first-hand information about the impact of the training on a local YMCA and to learn more about carry-over value of the training to the junior leaders on the job. Did the learning appear to be relevant to the needs of leaders and to the needs of local YMCAs? What important needs were not receiving attention?

It was decided that visiting an inner city Association, a small town Association and a community branch would represent a cross-section of local settings served by this school.

Interviews were conducted by three different interviewers, one in each location. Interviewers were professionally trained in physical education, with previous experience in conducting interviews.

The selected sample

For some purposes the random sample is desirable. For current purposes the stratified sample seemed appropriate for securing the information desired. Participating YMCAs were classified as follows: inner city, small town, suburbs. The inner city branch was arbitrarily selected, as it was the only Association from which Negro leaders were sent. The other YMCAs were numbered and a number drawn from each classification. Type of facility was another factor taken into consideration. A review of the YMCAs drawn revealed that full-facility buildings and a community branch with gymnasium or pool were represented. All YMCAs had organized junior leader clubs.

The three YMCAs to be visited were notified and the nature of the process explained.

Formulation of the interview questions

Interviewers consisting of a college director of women's physical education, a college teacher of physical education, and a National YMCA staff member met together to identify the questions and procedure to be used. It was decided that those to be interviewed would be YMCA staff members responsible for the junior leader programs, junior leaders who attended leaders schools in 1964 and other junior leaders available who had attended previous schools.

It was anticipated that each interview would take about forty-five minutes. The actual time varied from one-half hour to one hour and one-half.

In addition to direct and probing questions, Q-Sorts were used in two instances. The purpose of the probing question was to dig deeper for more information.

First Q-Sort

To help us determine the skills we should be teaching in the schools a Q-Sort was used. From a compilation of skills, previously listed by YMCA supervisors as important in effective leadership, 3 x 5 cards were prepared with one skill written on each. From twenty-three cards staff members were asked to select the ten skills they considered most important, and arrange these in the order of importance. Some blank cards were included for adding skills.

Results of the First Q-Sort

Out of the 23 skills only three were listed by all three staff members among the ten they selected:

Interest and enthusiasm
Dependability
Ability to communicate

Two of the three interviewees included:

Self-understanding
Initiative
Self-control
Health and fitness
Courage to try
Self-confidence
Ability to follow instructions
Ability to make decisions
Ability to give instructions

Second Q-Sort

The Q-Sort was used again to pick up suggestions for improving the school experience. Responses previously received from supervisors to a follow-up mailed questionnaire were put on the cards. Interviewees were asked to arrange these in order of importance and then comment verbally about them for further clarification.

Results of the Second Q-Sort

All three staff members commented on "scheduling":

> "Better scheduling in the pool with use of locker rooms for lectures and explanation would result in smaller classes in the water."
>
> "All YMCA and YWCA functions run you from sun up until you drop. Girls needed opportunities to talk with one another, share experiences, etc."
>
> "Marching takes a good deal of time - Is it sufficiently worthwhile? Perhaps participants should have a choice in this activity."

Two mentioned the need for more stress on leadership development. Several other worthwhile suggestions were given.

Another reason for using the Q-Sort was to approach these two familiar often-repeated questions in a new way that might elicit a fresh view and be more interesting to the interviewee. It was felt that one Q-Sort would have been enough, that the second was too time-consuming, and interest was not sustained.

What was learned from the interviews

While the information gathered was useful in planning a more effective school program it was the process itself that seemed to have the greatest promise. Staff members with responsibilities for planning school training programs could learn a great deal about the impact of current programs and pick up a number of insights through visits to at least one other YMCA. The most useful questions provided information such as: The varied responsibilities of junior leaders, the kind of training given in local Associations which could be supplemented in a larger school setting, changes in junior leader performance observed by their supervisors, supporting and blocking conditions which junior leaders face when they try to accomplish their take-home goals.

To illustrate some of the more specific kinds of learnings from the interviews with the junior leaders the following responses have been selected:

> "I was running for an office in school, and speaking before groups at leaders school helped."
>
> "I just found my 'troll' and it reminded me to make myself another goal." (Trolls were given to each person as a part of one of the meditation programs.)
>
> "Little things about teaching like - don't say don't."
>
> "We are using the meditations now for a banquet."
>
> "Marching - They learned, though it was unpleasant, working together as a unit to get things done."
>
> "Goal-setting - I still use this."
>
> "Sensitivity training - I have insights into myself that I am still working on."
>
> "Life-saving course in 1962 - I learned how to teach with greater accuracy and shorter instructions."
>
> "Swimming" - "Gymnastics" - "Lesson planning"
>
> "How to keep campers interested."

Regarding suggested improvements, several were offered. A few of the ones which seemed most significant were:

> "On the last day we were asked to evaluate the program - why not do this sometime during the middle of the week?" One of the disappointments experienced by this junior leader could have been remedied, if this procedure had been used.

Both staff and junior leaders felt the program was inadequately interpreted in the promotion materials. One participant said the amount of work and the time to be spent in discussions should be understood in advance. One said she would not have returned in '64 except that her friend decided to come. She added, "If sensitivity training could have been described in the promotion folder I would have been interested."

Meeting with interviewers to share further learnings

The Director of the School met with the three interviewers after their visits to local YMCAs.

Six observations and questions which resulted from the interviews were expressed as follows:

> First, some junior leaders were spending a great deal of time at the YMCA, over ten hours a week playing volleyball, training for the swim team, attending Tri-Hi-Y meetings, etc. With the current high demands in education today we are helping our junior leaders to meet these demands and to develop and use their full range of talents and their intellectual capabilities. This is a crucial time in the lives of those with capabilities for continuing education. Are we encouraging them to prepare themselves adequately for the opportunities which lie ahead?
>
> Second, the impact and influence of local YMCA staff members on the perceptions and views of extensively involved junior leaders is unmistakable. How can we take advantage of the insights of these staff members and how can we share our learnings with them?
>
> Third, this interview procedure itself could be a valuable training experience for staff members, as well as equip them for more effective planning of leaders school training programs.
>
> Fourth, girls need to have more teaching opportunities in every skill.
>
> Fifth, modified sensitivity training would seem to be valuable for all participants.
>
> Sixth, there was considerable evidence of carry over. Girls were able to identify how they were using specific learnings from leaders school.

Concluding Observations

The Evaluator is the Learner

Probably the most significant contribution of evaluation is to the evaluator himself. The discipline required in thinking through the questions, "What are we trying to do?" and "How are we trying to do it?" expands program insights, stretches the imagination and increases satisfaction through the sensing of deeper meanings in what we are attempting to do. Concomitantly, with these more joyous manifestations come the frustrations of the tremendous complexity of the problem. While evaluation methods as presently conceived stir up more questions than they seem to be able to answer, the questions are tremendously important for they stimulate a desire for greater understanding, insight and knowledge. The rich learning possibilities suggested here imply the advisability of increasing the number of persons who are directly involved in the evaluation process. Such persons need not be limited to staff but can include participants as well.

Program Objectives Are Clarified

A major task in evaluation has been the continuous effort of clarifying learning objectives. In the beginning, the objectives were largely stated in terms of organizational or school goals. This focus shifted to individual growth goals which influenced the selection of appropriate training methods as well as the total training designs of the schools.

Methods to Be Evaluated Must Be Clearly Described

The need for carefully defining training methods has led to the question of whether or not whole methods can be evaluated. Examples of whole methods from the previous chapter on training include Human Relations Skills Training, Sensitivity Training and the "Christian Social Influence Skills Course." These methods vary with each leader, with the members in the groups and with environmental conditions. While "goal setting" is also influenced by these same factors the process can be sufficiently well described to be studied. A promising way of looking inside methods is to identify component parts.* Components, sometimes referred to as elements, might include such things as stress or support, trust, openness, interdependence, and expectancies, to name a few. These are expressed in terms of the behavior of the leader as well as the behavior of members. A very important aspect of the study of components is in their inter-relationships. An example of this might be found in the modified sensitivity training. In one group where the leader indicated no expectancy that goal-setting would be a part of the process no one set goals. In a second group, where the leader had worked previously with the same junior leaders in learning how to set goals, some of the members continued to set goals. In both groups openness rather than control was encouraged by the leaders. In the second group, though the leader explained there were no goal-setting expectancies, several of the members did set goals and an outside observer would have been required to determine whether or not non-verbal support was given by the leader to those who did set goals.

Focus On Participant Behavior Is Promising

Some of the newer training methods have encouraged greater self-initiated member behavior, as contrasted to the traditional leader or teacher-controlled approaches to leadership. This has necessitated that the focus of evaluation be on the learner. Such a shift may influence the redesign of teacher-evaluation tools. In place of using checklists of expected traditional teacher role behavior observers or evaluators may concentrate more on the behavior of the learners. Study may then be given to how a particular kind of behavior may have been related to what the teacher did or how he did it.

---

* This concept is described in Changing Human Behavior, John Mann, New York: Charles Scribner's Sons, 1965.

Greater focus on individual participant behavior in relation to teacher behavior promises clearer answers to the question, "Who learns best from what?"

Cross Study of Informal Groups and Squads or Teams Is To Be Encouraged

In the setting of leaders schools where informal group work methods are used along with more formal physical education methods a rich learning climate is available for cross studies of certain kinds of questions. What is best learned by whom in the highly organized team setting? What is learned by whom in the informal group setting? What methods can be used inter-changeably for increased learning?

Challenges to Serious Research Efforts

Most researchers recognize the necessity for using both control groups (those which do not use the method) and experimental groups. To date no satisfactory plan for carrying out this design has emerged. However, many insights were gained in the 1965 plan in which control groups were built into the pre- and post-testing provisions.

Problems of follow-up study of participants need to be given continuing attention if there is a serious intent to evaluate behavior change according to the school objectives.

Answers to gross questions such as, "What changes in behavior have I noticed in myself since leaders school?" give new clues and insights for further exploration, and may be the extent to which study can practically progress in the YMCA. However, the intriguing possibilities for exploring myriad inter-relationships of components through the capabilities of computers continues to beckon the curious, tough-minded and disciplined scientist. Both of these inductive and deductive approaches will be pursued, and communication between the two extremes is needed.

Pay-Off Promises To Be High

The studied use of methods has already demonstrated pay-off values to participants and to the organization. New human resources are constantly being discovered. Competent and creative leadership is being attracted to the program. Training and evaluation resources, both human and material, are being shared among the schools. An experimental spirit is spreading to new schools and training programs, many of the results of which may be observed.

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(Sample Goal-Setting Sheet used with the Christian Social Influence Skills Course. A carbon was attached for duplicate copies)

________________________ name of leadership school

________________ date ________________ day

________________________ your name

________________________ name of course

________________________ street address

________________________ course advisor

________________ city ________________ state - zip code

Number of years you have attended Leaders School ____________

________________ your age ________________ sex

GOAL FOR TODAY:

In what situation (or situations) can you apply the human relations skill or attitude which was emphasized today?

PLAN FOR TODAY:

What is your specific plan of application? (How are you going to carry out your goal? By doing what?)

EVALUATION OF TODAY'S PLAN:

(a) What did you actually do, if anything?

(b) What was the result of your action?

Character Research Project, Schenectady, N. Y.

THE CITY OF EVERYWHERE

by
Hugh Price Hughes

(The following story illustrates how we talk about important things but sometimes do nothing about them. It has been used for motivation in the goal-setting process.)

It is the tale of a man who might have been I, for I dreamed one time of journeying to that metropolis. I arrived early one morning. It was cold, there were flurries of snow on the ground and, as I stepped from the train to the platform, I noticed that the baggageman and the red cap were warmly attired, but without shoes. My initial impulse was to ask the reason for this odd practice, but repressing it I passed into the station and inquired the way to the hotel. My curiosity, however, was immediately enhanced by the discovery that no one in the station wore shoes. Boarding the street-car, I saw that my fellow travelers were likewise barefoot, and upon arriving at the hotel, I found the bellhop, the clerk, and the inhabitants, of the place were all devoid of shoes.

Unable to restrain myself longer, I asked the ingratiating manager what the practice meant.

"What practice?" said he.

"Why", said I, pointing to his bare feet, "Why don't you wear shoes in this town?"

"Ah," said he, "That is just it. Why don't we?"

"But what is the matter? Don't you believe in shoes?"

"Believe in shoes, my friend! I should say we do. That is the first article of our creed, shoes. They are indispensable to the well being of humanity. Such chilblains, cuts, sores, suffering as shoes prevent!

"Well, then, why don't you wear them?" said I, bewildered.

"Ah," said he, "That is just it, Why don't we?"

Though considerably nonplussed, I checked in, secured my room and went directly to the coffee shop and deliberately sat down by an amiable looking gentleman who likewise conformed to the conventions of his fellow citizens. He wore no shoes. Friendly enough, he suggested after we had eaten, that we look about the city. The first thing we noticed upon emerging from the hotel was a huge brick structure of impressive proportions. To this he pointed with pride.

"You see that" said he. "That is one of our outstanding shoe manufacturing establishments !"

"A what?" I asked in amazement. "You mean you make shoes there?"

"Well, not exactly," said he, a bit abashed. "We talk about making shoes there, and believe me, we have one of the most brilliant young fellows you have ever heard. He talks most thrillingly and convincingly every week on this great subject of shoes. He has a most persuasive and appealing way. Just yesterday, he moved the people profoundly with his exposition of the necessity of shoe-wearing. Many broke down and wept. It was really wonderful."

"But why don't they wear them?" said I, insistently.

"Ah," said he, putting his hand upon my arm and looking wistfully into my eyes, "That is just it. Why don't we?"

Just then, as we turned down a side street, I saw through a cellar window a cobbler actually making a pair of shoes. Excusing myself from my friend, I burst into the little shop and asked the shoemaker how it happened that his shop was not overrun with customers. Said he, "Nobody wants my shoes. They just talk about them."

"Give me what pairs you have ready," said I eagerly, and paid him thrice the amount he modestly asked. Hurriedly, I returned to my friend, and proffered them to him, saying, "Here my friend, some one of these pairs will surely fit you, take them, put them on. They will save you untold suffering.

But he looked embarrassed; in fact, he was wellnigh overcome with chagrin.

"Ah, thank you," said he, politely, "but you don't understand. It just isn't being done. The front families, will, I...."

"But why don't you wear them," said I, dumbfounded.

"Ah," said he, smiling with his accustomed ingratiating touch of practical wisdom. "*That* *is* *just* *it*. *Why* *don't* *we*?"

And coming out of "The City of Everywhere" into the "here", over and over and over that query rang in my ears: "*Why* don't we? Why *don't* we? Why don't *we*?".........

(Mr. Hughes' story was originally adapted by President H. LaMarr Rice, Lincoln Memorial University, for the Adult Program Committee Meeting of National Council of YMCAs, New York City, November 14, 1964.)

AND NO ONE ASKED
- A CHORAL READING -

READER: In the beginning God created the heaven and the earth. And God saw the light that it was good and God divided the light from the darkness. And God called the light Day, and the darkness he called Night, and there was evening and there was morning, the first day.....And God said, Let us make man in our image, after our likeness.

Voice: Was he white, yellow, or black?
Voice: Was he Catholic, Protestant, or Jew?
READER: It doesn't say...only that He created man.
CHORUS: Man was created,man different in color but still man, wanting the same things:
Voice: Food to eat,
Voice: A place to sleep,
Voice: Land to work, to live on and to build --
CHORUS: A better world for his young. And he got that better world, because man worked with man.
Voice To build a home,
Voice: To make his first wheel,
Voice: To bring the first fire.
Voice: And it was man working with man who built the town and the nation,
Voice: The little house and the skyscraper,
Voice: The wagon and the streamliner,
Voice: The arching bridge and the B29.
CHORUS: And no one asked - Was he black or white, was he Catholic or Jew? No one... but the sick in mind.
Voice: We built a nation, powerful and glorious, because man worked with man -
Voice: The English at Plymouth,
Voice: The Dutch at New Amsterdam,
Voice: The Protestant in New England,
Voice: The Catholics in Maryland.
CHORUS: And we fought the revolution so man could live with man in freedom, in peace. And no one asked at Valley Forge and Saratoga was he black or white, was he Catholic or Protestant or Jew. No one... but the sick in mind.
Voice: When the slaves in the south in their pain and suffering cried for freedom, they sang --
CHORUS: When Israel was in Egypt land, let my people go. Oppressed so hard they could not stand, let my people go. Go down, Moses, way down in Egypt and tell ole Pharoah to let my people go.
Voice: The Protestant Negro sang of the yearning of the white Jew for freedom because freedom belongs to all men, not to color, not to one religion.
Voice: In the pain and suffering did the wounded Protestant from Iowa fighting in the Ardennes Forest ask, "Whose blood are you putting into my veins so that I may live?"

Voice: Did the colored gunner cutting his way through Italy ask, "Who made this gun, who filled this bullet?"

CHORUS: No one asked on the fighting front, is he black or white, is he Protestant, Catholic, or Jew? No one... but the sick in mind.

Voice: I went to a movie last week,

CHORUS: She saw Margaret O'Brien -- Irish Catholic

Voice: And I wore a cotton dress.

CHORUS: The cotton was picked by a colored man in the south.

Voice: I rode on a train.

CHORUS: Every race, every color, every religion was in that train with her.

Voice: And I met my friend. We were hungry and went in for lunch.

CHORUS: The man who served them was a Swede and Protestant.

Voice: After the movies I came home and listened to my favorite radio programs

CHORUS: And heard Benny Goodman, a Jew; Quinten Reynolds, a Catholic; Lionel Barrymore, a Protestant; Marion Anderson, colored.

Voice: And I thought to myself what a wonderful world this was, so many different people helping me to be healthy and happy and how much I owe them.

CHORUS: And she didn't ask one that day. Is he black or white? Is he Protestant or Jew? No one would... no one but the sick in mind. The sick in mind, the sick in mind, the sick in mind, WHO are the sick in mind?

Voice: In the old days they threw the Christians to the lions.

Voice: They slaughtered the Jews in their homes.

Voice: They drove the Negroes into slavery.

CHORUS: THEY ARE THE SICK IN MIND - they are the same today.

Voice: They killed the Polish Catholics in prison camps.

Voice: They killed the German Jew on the street.

Voice: They made slaves of the Czech Protestants in their factories.

CHORUS: They divided man from man with hate. They are the sick in mind. They live in our midst today.

Voice: They gang up on a Jewish boy.

Voice: They put a swastika on a Catholic church.

Voice: They smash up a Protestant pulpit.

Voice: They won't give a Negro a job.

CHORUS: THEY ARE THE SICK IN MIND

Voice: Would you touch a boy who has scarlet fever?

Voice: Would you get close to a person with a cold?

CHORUS: WOULD YOU LISTEN TO ONE WHO IS SICK IN MIND? WILL YOU LISTEN TO ONE WHO IS DIVIDED BLACK FROM WHITE, PROTESTANT FROM CATHOLIC FROM JEW?

Voice: What are you missing?

CHORUS: MAN DIVIDED FROM MAN HAS TAKEN IT FROM YOU.

Voice: What have you? Man living with man, man working with man, gives it to you.

CHORUS: IN ALL YOUR DEEDS, IN ALL YOUR THOUGHTS, IN ALL YOU SAY IN ALL YOU DO REMEMBER THIS-----

READER: "AND GOD CREATED MAN IN HIS OWN IMAGE," IN THE IMAGE OF GOD
AND IT DOESN'T SAY HE WAS WHITE, IT DOESN'T SAY HE WAS CATHOLIC
OR PROTESTANT OR JEW. IT JUST SAYS, HE CREATED MAN -- THAT'S ALL OF US.

CHORUS: AND IT DOESN'T SAY HE WAS BLACK, AND IT DOESN'T SAY HE WAS WHITE,
IT DOESN'T SAY HE WAS CATHOLIC OR PROTESTANT OR JEW. IT SAYS, HE
CREATED MAN -- THAT'S ALL OF US.

Southwest Leaders School

INDUCTION CEREMONY

May we bow our heads in a word of prayer -
"Almighty God, we are gathered here for the purpose of extending a hand of fellowship to the new leaders at the first Southwest Leaders School. In this place with all of its Christian tradition and heritage may we rededicate ourselves to the purpose of developing Christian personality and building a Christian Society. May this ceremony of induction be only the beginning of an enduring and self-sacrificial effort to help each other as we strive to strengthen Thy kingdom here on earth. . . Amen

We would ask you tonight to reflect again on the series of events, and upon the people in your life responsible for your presence here and with this foremost in your thoughts review with us the purposes of being a leader.

By becoming a leader you have given evidence of a sincere belief in the importance of extending the Kingdom of God through the fellowship of man. Each of us must examine ourselves in the light of this trust and with all humility contribute our best efforts toward accomplishing God's purpose here on earth.

Statement of the purpose of the YMCA:

"The Young Men's Christian Assosiation is a world-wide fellowship of persons united by a common loyalty Jesus Christ for the purpose of developing Christian personality and building a Christian Society."

You are to become a member of the Fellowship of leaders, a force which has made possible the continuing vitality of the YMCA and its genius in service people. Each of share a heritage of the great leaders who have gone before us who, not only have served others, but have in the process inspired them to be great. To accept this challenge, to extend this tradition, to reach a clearer understanding of the responsibilities attendant upon us, let us examine seven steps toward achieving the leadership objective.

The first step is "L"

"L" is for love. Thou shalt love the Lord Thy God with all thy heart and with all thy mind. This is the first and great commandment. The second is like unto it. Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.

The second step is "E"

"E" is for Endurance. I ask no more, save this only may be, "On Life's Long Road where many comrades fare, one shalt not guess though he keeps step with me, the burden that I bear."

The third step is "A"

"A" is for action. For it is not enough to recognize the evils of the world and reflect upon them, one must have the courage to act, to strike out against evil, to be forceful in the quest to establish a Christ-like community for the peoples of the world.

The fourth step is "D"

"D" is for Duty. We would acknowledge the duty that accompanies every right. For man does not live unto himself alone, the rights and privileges of others must be respected and preserved.

The fifth step is "E"

"E" is for Equality. Be humble at all times, remembering that all men are equal in the sight of the Creator and Preserver of Mankind.

The sixth step is "R"

"R" is for Righteousness. It is written, "A Nation is exalted by Righteousness", and individuals make up a nation. That men should be righteous is fundamental to the peace and happiness of the world.

The seventh and last step is "S"

"S" is for service. Grasp the truth of the great law, that you will find your own life in losing it in the service of others. The joy of living comes from immersion in something we know to be bigger, better, more enduring and worthier than we are."

These are the seven steps of leadership. It is desirable that you understand and practice the qualities of leadership that you may serve others better, but one must feel it in one's heart to be able to guide and motivate others toward a better way of life.

The YMCA offers a practical workshop for teaching Christian Ethics and Christian Values. We hold within our grasp the power to influence, to motivate, to create and to change, we must make the most of this opportunity.

At this time I urge you to reaffirm your conviction in the power-of-purpose of the Young Men's Christian Association and pledge to one another that we will seize every opportunity to advance leadership, to render service unselfishly, to comport ourselves that we reflect only the best for our Associations and in the service of our Lord and Savior constitute ourselves as friend and advisor to others.

May we all stand for the closing prayer -

Our Heavenly Father we are thankful for these new leaders. We pray that they may capture some of the inspiration that others before them have found here, that they may go from here with renewed courage and vision. Great Christian Leaders have walked these paths, and worshiped here as we have worshiped and have gone forth to do Thy work. Help us that we too may find inspiration here to strengthen our hearts and hand to extend thy kingdom.... Amen.

THE LORD'S PRAYER
A Powerful Tool for Goal-Setting and Goal Achievement

As I approach the end of this Leaders School I need to think through the many things I have learned. Then I want to decide where I should go from here and how I can start moving in this direction. Using the Lord's Prayer as a blueprint for spiritual thinking I want to choose a really important goal for my life and decide the steps which I can start taking as soon as I return home.

OUR FATHER, WHO ART IN HEAVEN....

To pray this is to acknowledge that God is the father of all people, including myself. Any decision which I may make as to how I will live my life is not a Christian decision unless I take into consideration that I am a child of God, and must live the kind of life that lives up to this inheritance. All those I'm teaching are children of God - all colors, races and religions.

HALLOWED BE THY NAME....

To pray this is to make those decisions and lead that kind of life which will bring honor to God, and to my parents. Jesus' own comment was "Let your light so shine before men that they may see your good works and give glory to your Father who is in heaven." In praying this I express my determination to live my life in such a way that I will honor God and give serious consideration to the dreams my parents have for me.

THY KINGDOM COME....

This is a pledge that whatever I do with my life, and whatever the future holds for me, I will be guided by a desire to live in such a way that the world will have been made better because I lived in it. I will make my destiny count for good, no matter what it turns out to be. I must make a difference in the world. I must contribute something that will bring the world closer to God's kingdom, utilizing all of the values to be gained from life, however kindly or sternly life deals with me.

THY WILL BE DONE ON EARTH AS IT IS IN HEAVEN....

In Jesus' own words, "Not as I will, but as thou wilt." To pray this is to set aside my selfish desires and arrive at a decision based upon God's will as nearly as I can determine it by an objective search for truth. I will channel my emotional energy to bring this about. I will mobilize my emotional power to give force to my decisions; and make my decisions in the spirit of this petition.

GIVE US THIS DAY OUR DAILY BREAD....

To pray this is not to ask simply for physical sustenance. "Man shall not live by bread alone..." To pray this petition is to seek each day the job that needs to be done that day. This petition belongs at home. Building a great home takes a day-to-day team work of my mate and me, and of our children when they arrive. The power of that home will depend heavily on how well we live this petition. If I should not marry, I will still live the spirit of this petition in my community and in my home.

FORGIVE US OUR DEBTS AS WE FORGIVE OUR DEBTORS...

To pray this thought, I must be aware of my debts and my debtors. My debtors are those who prevent me from being the kind of person God would have me be. Because my personality is hurt by anger or fear, those people and experiences which tempt me toward anger or fear are my debtors. To respond in like manner is to become a debtor myself. To respond to anger with love, to fear with courage, is to grow as God wills I should. To pray this petition, I must seek to forgive, by giving strength to my mate, courage and vision to my children, determination to my job, faith to my future.

LEAD US NOT INTO TEMPTATION...

To pray this is to seek God's leadership. Anything which prevents me from being my best is a temptation. In choosing my mate I will resist those qualities that carry no promise of a great home. I will seek to become a team member who holds the same values, honors the same visions, faces the same destinies, and with whom I can form a great team. If I should not marry, I will make my life count as a team member in my community and in the homes of which I am a part.

BUT DELIVER US FROM EVIL....

I am seeking God's guidance that I might be creative and active in helping His kingdom to come. Recognizing the great strength needed for moral and spiritual leadership in our present world and in the frightening wonders of the foreseeable future, I nevertheless accept this responsibility and will set strenuous goals for achieving at least a small part in delivering the world from some of the evil that threatens to destroy it.

FOR THINE IS THE KINGDOM AND THE POWER AND THE GLORY....

This is my confession that these great goals are to be achieved, not through fame or money or pleasure, but through the application of all of the principles of Jesus. The Christian philosophy of life is the way to constructive living, peace and happiness. These principles shall be the central force in my decision, in facing whatever destiny the future holds for me, in finding a mate with whom I can build a loving, strong and rich family life, or if not that, becoming a force for good in my community and among my associates.

Instructions: During the next few minutes write down on your card a goal for yourself. Then define the specific steps which you plan to take when you return home.

Adapted from the
Character Research Project
10 Nott Terrace, Schenectady, N. Y.

1964 POST-SCHOOL STAFF OBSERVATIONS AND SUGGESTIONS

New England Area YMCA Junior Leader School

True - False

The following observations have been taken from Dr. Jean D. Gramb's "Observer's Report" of the 1964 New England Area YMCA Girl Leaders School.

Instructions: Put a 'T' for 'True' in front of each observation which seems to you to be accurate.

Put an 'F' for 'False' before those which seem inaccurate.

Please provide additional information as indicated.

PRE-SCHOOL TRAINING

1. ________ There was not sufficient opportunity for the staff to express ideas and make changes which should have been made in the program. For instance:

2. ________ The staff felt relief at the removal of the point system.

I felt -

I now feel -

3. ________ If you were an "Adviser" to a Junior Leaders Group - please respond - There seemed to be a lack of "openness" in the discussions of the goal-setting staff during training.

I felt -

4. ________ More time was needed for training.

I needed more help on -

PROGRAM THROUGHOUT THE WEEK

5. ________ The program seemed to be divided into two schools: one for physical skills training and one for goal-setting and human relations training.

I believe the reason for this was -

I would suggest -

6. ______ The orientation session on the first night was not particularly inspiring or motivating.

I would suggest next year -

7. ______ There were parts of the program which people went through because it seemed "the right thing to do" but actually had little meaning for the program.

For instance -

8. ______ Some of the large group programs, though much work went into their preparation, were rather ineffective.

For instance -

9. ______ Girls appeared to rush from activity to activity with a close bond with a few girls, but little feeling of sharing a common experience.

I feel that -

10. ______ Girls were assigned to too many different groups, therefore the staff felt anxious and concerned as they tried to achieve a sense of cohesion and involvement.

I would suggest -

11. ______ The reason for competition was unclear.

I felt that -

12. ______ The schedule was too heavy.

I would suggest cutting -

13. ______ There was a conflict in the goals of the school; in one aspect of the training girls were encouraged to become more personally responsible and self-directing while in others there was high outer control from adults.

It is my opinion that -

14. ______ The goal-setting experience took place under certain disadvantages which made it difficult to assess its value:

a. ____ Some of the staff were neutral or mildly negative.

b. ____ Junior Leader groups were assigned too many tasks to give adequate time to work on goal-setting.

c. ____ The pressure to achieve the tasks, and/or the interests in such tasks as preparing for stunt night made concentration on how to set goals very difficult.

d. ____ The advisers of these groups were the youngest and least experienced members of the staff.

e. ____ This is how I now feel about the goal-setting emphasis -

Next year I would suggest -

15. ______ Materials prepared for the human relations training groups was not used by some of the adult leaders because it seemed irrelevant.

I felt that -

I would suggest for another year that -

16. ______ Adult leaders felt that they were being tested and evaluated.

I felt -

17. ______ Adult leaders who had never experienced sensitivity training became anxious about feelings expressed in these groups, felt they themselves should help, but were at a loss to know how.

I would suggest -

18. ______ The separation of returnees from first year participants and the nature of their training experience caused a rift in total group relationships.

I would suggest -

19. ______ Little attention was given in staff discussion to problems and opportunities arising in the physical skills courses.

I would suggest -

20. _______ Attention was not given to the particular and unique problems faced by girls in their peer groups and in society in general who have major interest and ability in physical skills development.

I would suggest -

As I look back at the Leaders School experience I feel -

________ I would __________ I would not like to return another year because -

ADDITIONAL COMMENTS:

____
Signed

____
School Responsibility 1964

SOUTHWEST LEADERS SCHOOL - 1963

Evaluation Sheet

1 - Do you think SMU is a good place to hold a Leaders School? ____ Yes ____ No

2 - What did you like most?

3 - What would you change if you were planning the Leaders School?

4 - Is there something you would like to have learned that we did not offer?

5 - Was the Leaders School valuable to you? ____ Yes ____ No

6 - Would you recommend that other leaders come from your Association next year?

____ Yes ____ No

7 - Would you enjoy rooming with a person from another Association? ____ Yes ____ No

8 - Were you able to achieve your goals?

____ Yes ____ No

If no, why not?

9 - How do you feel about the following?

Rooms -
Meals -
Morning Thought
Gymnastics -
Games and Relays -
Craft Projects -
Friendship Ceremony -

Theory Sessions -

History and Principles of YMCA Physical Education

Techniques of Successful Leadership
The Leaders Club
Social Games and Ice Breakers
Principles & Methods of Group Work
Tournaments and Leagues
Laws of Learning

BLUE RIDGE LEADERS SCHOOL - 1964

LEADERS EVALUATION

A. 1. Indicate your sex and age: __ Male __ Female Age_____years_____months.

2. How long have you been a member of a Leaders Club? _____years ____months.

3. How many years have you attended Blue Ridge Leaders School?____ years.

B. SPECIFIC PROGRAM ITEMS (please indicate your rating of each of the following):

	Excellent	Good	Fair	Poor
1. Morning Worship - Dr. Steinhaus	____	____	____	____
2. Theory Class - Title:____________________	____	____	____	____
3. Sports Class - Title:____________________	____	____	____	____
4. Gym Class # ____	____	____	____	____
5. Aquatics Class # ____	____	____	____	____
6. Christian Social Skills - Mr. Procter	____	____	____	____
7. Staff	____	____	____	____
8. Facilities	____	____	____	____
9. Food	____	____	____	____
10. Discipline of students	____	____	____	____
11. Christian atmosphere of entire school	____	____	____	____

C. GENERAL COMMENTS: We urge you to be completely frank and to make your comments as critical or complimentary as you desire.

(Over)

D. AS A RESULT OF ATTENDING THIS LEADERS SCHOOL:

1. Do you think you are a better physical education leader? Why? ____________________

____

2. Name some new physical education skills you learned. ____________________

____

3. How do you plan to introduce these new physical education skills to your YMCA? ____

____

4. Why are proper safety measures in all physical activities needed? ____________________

____

5. Give one example of a new meaning to you of the program and purpose of the YMCA. ____

____

____

6. How do you feel you can serve others better? ____________________

____

7. Are you more interested in the possibility of a YMCA career? Why? ____________________

____

8. How do you feel the Blue Ridge Leaders School program could be improved? ____________

____

____

9. What part of the program was most "interesting" to you? Why? ____________________

____

____

10. What part of the program was most "challenging" to you? Why? ____________________

____

____

GENERAL EVALUATION OF NEW ENGLAND AREA LEADERS SCHOOL

1965

The two most important things I learned at Leaders School were:

1.
2.

Two things I liked best about Leaders School were:
(Please give reasons for your choice where possible.)

1.

2.

Because I came to Leaders School, I will be better able to make to my Y. M. C. A. the following kinds of contributions:

In order to make use of what I have learned here at Leaders School, I will need the following kind of help from my Y.M.C.A.:

My suggestions for next year's school are:

BOSTON YMCA
LEADERS TRAINING INSTITUTE - 1965

August 23-27 Camp Ousamequin

TRAINEES EVALUATION FORM

The Leadership Training Committee of the Boston YMCA would like you to help us evaluate this Institute. We would appreciate your comments and suggestions to aid us in planning future conferences.

PLEASE ANSWER ALL QUESTIONS:

1. The facilities of the camp are: Good___Poor____Fair____Excellent____
Comment:

2. The meals during the Institute were: Poor____Good____Excellent____Fair____
Comment:

3. The staff at the Institute was: Excellent____Poor____Good____Fair____
Comment:

4. The evening presentation on "Shoes" was: Fair___Good___Excellent___Poor___
Indoor Games : Excellent___Fair___Poor___Good___
Club Program: Poor___Excellent___Fair___Good___
Paper Bag Dramatics: Fair__Excellent__Poor__Good__

Comment:

5. The Group Sessions on: Crafts was: Good___Fair___Poor___Excellent___
Aquatics: Fair___Good___Poor___Excellent___
NAAP: Excellent___Poor___Fair___Good___
Water Carnival: Poor__Fair__Excellent___Good__
Olympics: Good___Poor___Fair___Excellent___
AAHPER: Excellent___Poor___Fair___Good___

Comment:

6. The general session on Coaching was: Excellent___Poor___Fair___Good___
Officiating: Poor___Excellent___Good___Fair___
Athletic Games: Fair__Excellent__Poor__Good___
Group Work: Good___Fair___Excellent___Poor___

Comment:

7. The Town Meetings were: Excellent___Fair___Poor___Good___

Comment:

8. The team meeting on Goal Setting was: Excellent____Good____Fair____Poor____
Stress: Poor____Good____Fair____Excellent____
Case Study: Fair____Poor____Good____Excellent____
Group Interaction: Good____Excellent____Fair____Poor____
Leadership Methods: Excellent____Poor____Fair____Good____

Comment:

9. I would like to have the following subjects discussed in future leaders training programs:

10. My general reactions and feelings about this past week's Leaders Training Institute are:

11. How well did I fulfill my part in team responsibilities?

(Letter which accompanied a "Questionnaire to Parents")

UNIVERSITY OF MARYLAND
College of Education
College Park

Bureau of Educational Research
and Field Services

Dear Parent:

The Bureau of Educational Research and Field Services of the University of Maryland has undertaken the task of evaluating some of the experiences offered at the YMCA Leadership Training School held at Springfield College last summer. We would appreciate your filling out the enclosed questionnaire and returning it to us in the enclosed stamped envelope.

We are making this investigation at the invitation of the YMCA; our purpose is to assist in developing an increasingly meaningful training program.

We would like to thank you in advance for helping us in this very worthwhile work.

Sincerely,

James D. Raths
Assistant Director

QUESTIONNAIRE TO PARENTS

1. What are some of the positive things your daughter had to say about her experiences at the Leadership Training School of the YMCA held at Springfield College last summer?

2. What are some of the negative things she had to say about her experiences?

3. Have you noticed any changes in behavior in your daughter since she returned from Leaders School? If so, please describe.

4. Has your own image of the YMCA shifted as the result of your daughter's attendance at the Leadership Training School? If so, in what way?

5. From your perspective as a parent, can you make any suggestions to help us with planning our leadership school for next summer?

Parent______________________________

Junior Leader________________________

YMCA_______________________________

Date_______________________________

(Latter which accompanied "Questionnaire for Supervisors of Junior Leaders")

UNIVERSITY OF MARYLAND
College of Education
College Park

Bureau of Educational Research
and Field Services

Dear YMCA Administrator:

At the invitation of the national Program Services Department of the YMCA the Bureau of Educational Research and Field Services of the University of Maryland has undertaken the task of evaluating some of the experiences offered at the YMCA Leadership Training Schools held during the past summer. We would appreciate your cooperating with us in an effort to strengthen the programs offered in these summer schools. Enclosed is a questionnaire to be completed by the immediate supervisor of junior leaders in your local YMCA. If he or she could thoughtfully but quickly complete the instrument and return it to us in the enclosed envelope by January 15 it would be greatly appreciated.

We may be asking your help again for further clarification of desired directions in leader training. Of course, the Bureau of Educational Research and Field Services guarantees that all responses to this questionnaire will be treated in an anonymous fashion. We hope that you and your staff will take some time to help us in this very worthwhile work.

Sincerely,

James D. Raths
Assistant Director

Enclosed: Questionnaire
Stamped Envelope

QUESTIONNAIRE FOR SUPERVISORS OF JUNIOR LEADERS

(Use the back of this sheet if additional space is needed)

1. How many Junior Leaders do you supervise? _____ _____girls
2. How are Junior Leaders selected in your YMCA?

3. What are the tasks assigned to Junior Leaders in your YMCA? (Indicate whether assigned to boys and/or girls.)

4. In selecting Junior Leaders what skills do you generally look for in the candidates for the position?

   Do you look for different skills in boys than in girls? If so, please describe?

5. In selecting Junior Leaders, what personal qualities do you generally look for in candidates for the position?

   Boy candidates:

   Girl candidates:

6. Assuming that some Junior Leaders are better than others, what skills or personal qualities differentiates the effective Junior Leader from his (her) less effective colleagues? If there are sex differences please indicate:

Both boys and girls:

Boys only:

Girls only:

7. How are Junior Leaders evaluated at your Y?

8. Have you found that the 1964 summer Junior Leader Training experience was helpful in developing or improving the quality of work performances on the part of Junior Leaders? ______yes ______no

If 'yes', what changes have you noted? Please be as specific as possible.

If 'no' please comment

9. Have you noticed any other changes in behavior in Junior Leaders who attended the Training School? If so, please describe.

10. What, in your opinion, could be improved in the school training program next summer to develop more effective Junior Leaders? If you think any aspects of training should be different for boys than for girls please describe.

Supervisor____________________________

YMCA____________________________

Date____________________________

mah:1/6/64

Interviewer________________________

Date________________YMCA________________________

Name of Junior Leader______________________

Age________

INTERVIEW WITH JUNIOR LEADER

(Check the appropriate category for this interviewee)
____For those who attended previously as well as last year
____For those who attended previously but not last year
____For those who attended last year only

REASONS FOR THE INTERVIEW

- To improve our Leaders School program

We are talking to a few junior leaders who have attended Leaders Schools in the past to try to get some idea of the things they learned which seemed important to them. We also want to get a better idea of exactly what junior leaders are expected to do in their local YMCAs and how Leaders School can be more helpful to them.

QUESTIONS

1. What is your junior leader assignment or assignments?

2. Approximately how much time each week do you spend at the YMCA in classes and activities and in training?

   ____1-2 hrs; ____2-4 hrs; ____4-6 hrs; _____6-10 hrs; ____10 or more hrs

3. How long have you been a junior leader?

   ____1 or 2 years; ____ 3 or 4 years; ____5 or more years

4. How many years have you attended Leaders School?________

   Which years did you attend? ______ 1961 ______ 1962 ______ 1963 ______ 1964

   If you attended formerly but did not return, why?

5. If you have attended Leaders School more than one year did you notice any differences in the schools? (If so, try to find out what these differences were and how the junior leader felt about them - junior leader may voluntarily lead into question #6)

6. As you think back, what important things, if any, do you feel you learned at Leaders School? (Try to find out if these were learned last year or some previous year.)

7. What did you enjoy most about Leaders School?

8. If a girl in your Leaders Club were trying to make up her mind about going to Leaders School this summer what would you say to her to help her decide whether to go or not to go?

9. Did you select a take-home goal last year? ____yes ____no

   What was it?

   Where you able to do anything about it? ____yes ____no

   What did you do?

   Did you run into any problems trying to carry it out? Please describe.

   How do you feel about goal-setting?

   Did you feel differently about goal-setting at the end of the school than at the beginning? Please describe.

10. One reason we are visiting a few YMCAs is to try to get some ideas from junior leaders for improving the program. If you could make some changes in the program next summer what would these be? (First, try to pick up any fresh ideas, then probe - using the questions which follow.)

    A. Skills training

    B. Teacher training

    C. Junior leader club helps

    D. Personal growth: goal-setting, human relations training, etc.

    A. Skills training

       What physical skills did you learn at Leaders School that you did not already know?

    B. Teacher training

       What are some of the things you learned about teaching that you did not already know?

    C. Junior Leader Club helps

       What new ideas did you pick up for your Leaders Club?

D. Personal Growth

1. Did you feel junior leaders had sufficient opportunity to express their ideas? _____yes _____no Explain.

2. Did you participate in a human relations training group? ____yes _____no How did you feel about it?

3. Did you participate in a sensitivity training group? ____yes ____no. How did you feel about it?

4. (Select the qestion according to the training group in which the junior leader participated.)

   a. What connection, if any, did you see between the human relations training and becoming a better junior leader?

   b. What connection, if any, did you see between the sensitivity training and becoming a better junior leader?

5. Would you prefer to get to know more girls a little or a few girls better?

11. Would you prefer a co-ed school to a girls' school? ____yes ____no
Comments:

12. Would you like to return to Leaders' School another year? ____yes ____no

Are you planning to attend in 1965? ____yes ____no

Questions for Interviewer to Answer Following the Interview

1. How were you received by the local YMCA?

2. How did you feel about the interview?

3. How would you characterize the interview?

____defensive; _____willing to answer the questions; ____responsive and open

4. Describe the interview situation.

5. Suggestions for future:

Interviewer____________________

Date__________YMCA__________

INTERVIEW FOR SUPERVISOR AND/OR JUNIOR LEADER CLUB ADVISER

Name____________________Position____________________

Is your club co-ed or single sex?

Have you worked with both sexes?

What were the ages of boys ____ of girls ____

What advantages have you seen in one over the other?

What are the names of the girls who have attended junior leaders schools? How much time each week do you spend with each of them.

By what criteria were junior leaders selected for Leaders School?

_______Most effective teachers
_______Most effective performers
_______Oldest in age
_______Those with the greatest leadership potential
_______Longest service as junior leader
_______Those who volunteered to go
_______Those who could afford the cost
_______Other: Describe.

Comments:

In your judgement, is the calibre of junior leader you are sending to Leaders School increasing or decreasing?

What changes are most needed in the leaders school program?

(Using a Q-Sort ask the supervisor to arrange the cards containing suggestions in order of their importance. Include four blank cards for additional suggestions.) *

A. What are the most important skills or characteristics of effective junior leaders?

(Use a Q-Sort. Ask the supervisor to select the ten most important attributes and put them in order of their importance. Have blank cards available.)

B. What do junior leaders do, specifically, which illustrates these skills or characteristics. Describe the behavior.

(Interviewer holds the cards, probes to get answers, and notes the answers on the cards.)

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* See attached list for contents of cards

CONTENT FOR Q-SORT CARDS ON CHANGES MOST NEEDED IN LEADERS SCHOOL PROGRAM

(These suggestions had been previously made in response of supervisors to questionnaires)

Better scheduling (too much time planned)
Diversified training program needed (too much emphasis on physical education)
More work on games
More work on apparatus
More needed on discipline problems
More stress on leadership (in non-physical education areas)

CONTENT FOR Q-SORT CARDS ON THE MOST IMPORTANT SKILLS OR CHARACTERISTICS OF EFFECTIVE JUNIOR LEADERS

Superior physical skills
Interest and Enthusiasm
Dependability
Self-confidence
Neat appearance
Honesty
Acceptance by others
Initiative
Humility
Self-control
Self-understanding
Non-judgmental
Ability to make decisions
Ability to follow instructions
Courage to try
Generous winner
Healthy and fit
Ability to listen
Ability to communicate
Ability to give instructions
Good loser
Ability to put feet in other person's shoes
Ability to influence others

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